DOCUMENT RESUME

ED 253 601	UD 024 010
AUTHOR	Fleming, Margaret
TITLE	The Effective Schools Program: Project Perform Schools Evaluation Report.
INSTITUTION	Cleveland Public Schools, Ohio.
SPONS AGENCY	George Gund Foundation, Cleveland, Ohio.
PUB DATE	Oct 84
NOTE	741p.; Also sponsored by the State of Ohio Block Grant Fund.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF04/PC30 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Gains; Basic Skills; Educational Environment; Educational Improvement; Elementary Secondary Education; Junior High Schools; Leadership; *Program Effectiveness; Program Evaluation; *Program Implementation; Reading Improvement; School Districts; School Effectiveness; Standardized Tests; Student Evaluation; Teacher Attitudes
IDENTIFIERS	*Cleveland Public Schools OH; *Project Perform

ABSTRACT

This report evaluates the initial year of a project implemented in 15 elementary and 5 junior high schools in Cleveland in support of the schools' efforts to install effective school procedures designed to upgrade students' basic skills and academic achievement. The report deals with the following areas: (1) district support for the project; (2) the schools involved; (3) a definition of effective schools; (4) the evaluation plan; (5) the activities designed and implemented by the schools to improve their effectiveness; (6) the organizational and behavioral processes that emerged in support of the school improvement effort; (7) the success in attaining program objectives; (8) a comparison of reading achievement in project schools with selected indices of effectiveness and with nonproject schools; (9) effective school characteristics and school improvement indicators; and (10) the implications of this evaluation, together with 10 recommendations to ensure continued progress in the project schools. Nine appendices contain: (1) summary of principal and teacher interviews; (2) 2-year comparisons of reading and mathematics tests; secondary school grades; average daily membership; poverty rates; teachers' average days of absence; and average daily attendance rate by race, grade, and sex; (3) ECIA Chapter 1 projects; (4) summary of t-test results, pre- and post-survey means and analyses of variance for project schools; (5) and (6) summary of analyses of variance and co-variance for project and nonproject schools (1981-82, 1982-83, and 1983-84); (7) and (8) summary of t-tests, for project and nonproject schools (1982-83, and 1983-84); and (9) selected school climate indices, project and nonproject schools. (RDN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253601

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
M. Fleming

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE EFFECTIVE SCHOOLS PROGRAM

Project Perform Schools

- Evaluation Report -

- Prepared by -
Margaret Fleming
Special Assistant to Superintendent

- Typed by -
Bernice M. Leggon

CLEVELAND PUBLIC SCHOOLS
October 1984

UD 024 010

EXECUTIVE SUMMARY

1983-84 Evaluation of Project Perform

PROJECT PURPOSE:

During 1983-84, 15 Cleveland elementary and five junior high schools implemented Project Perform. This project, under a grant from The George Gund Foundation together with a State of Ohio Block Grant and local funds, supported the schools' efforts to install effective school procedures designed to upgrade the basic skills and academic achievement of students.

EVALUATION EMPHASIS:

The major questions addressed in the evaluation of the initial year of the project included:

1. What activities did the schools design and implement to improve their effectiveness?

- All project schools developed strategies in five areas: School Climate, Curriculum, Instruction, Student Evaluation, and Parent Involvement, as Foundation guidelines required.
- Schools implemented their strategies concurrently. This resulted in coordinated, mutually reinforcing efforts.
- While meeting uniform requirements, schools' activities reflected uniqueness of the school.
- Schools emphasized "visible" elements of their activities, (mission statements, logos, awards, displays, newspapers, and the like) which communicated deliberate actions toward school improvement.
- Adoption of school missions for academic achievement proved to be significant actions with potential for driving staff decisions about instruction.

2. How did the schools support a school improvement effort?

- Interviews of principals and teachers showed that the majority of staff believed their schools made substantial progress in implementing effective schools factors.
- They perceived their schools as being generally safe and orderly and believed that adoption of school and classroom rules contributed to positive climates in their schools.
- Teachers gave a picture of principals' exhibiting stronger instructional leadership than ever before.
- While staff reported they held high expectations for students' achievement, they disagreed about their responsibility for all students' mastering grade level skills.
- Staff reported reducing interruptions of instructional time and seatwork and increasing whole group instruction in their efforts to expand opportunities to learn for students.
- They monitored student progress with a variety of assessment skills, studied standardized test results, and worked to improved their classroom tests.

- Staff described a "supportive atmosphere" in schools as a result of identification of clear goals and expectations, development of collaborative, collegial and sharing relationships among staff, and the building of a sense of community/commitment in their schools.
- Staff noted that opportunities for pre-school planning, grade level and departmental planning, and increased staff development contributed to increased staff collaboration, sharing and consensus-making.

3. What success did the schools have in attaining their proposal objectives?

- Project schools achieved approximately 76 percent of their objectives.
- Attainment varied across their categories of objectives, however, from a high of 90 percent for curriculum and instruction objectives to a low of 44 percent for student achievement objectives.

4. Did student achievement, as measured by standardized tests, improve in the Project Perform schools

- On the basis of comparisons with the national norms for the reading comprehension tests, 12 project schools improved their overall standing from 1983 to 1984.
- At least one third (25) of the 72 grades within the 20 project schools exceeded or equalled the national norms in grade average scores for 1984 reading comprehension tests.
- In comparison with the norms of the proportions of students' scoring at or above average for the grade, all project schools produced such performance at most of their grade levels and 12 of the schools at all of their grade levels.
- Black students' performance equalled or exceeded the "average" and "above average" levels in 86 percent of the comparisons; while White students' performance showed this status in 89 percent of the comparisons.

5. How did the level of student achievement in project schools compare with non-project schools during this initial project year?

- When compared with non-project schools, project schools narrowed down the superior status of the non-project schools from prior years' levels in their 1984 reading comprehension test results.
- Non-project schools made greater improvement than project schools only at grades 3 and 8, showed more decline at grades 2 and 4, and declined at grade 7 where project schools improved.
- Project schools, as non-project schools, continued to reflect differences between and among schools and between and among grades which served to confound project effects.
- The "cumulative deficit" pattern appeared in project schools' test performance as in the district as a whole.

TABLE OF CONTENTS

		Page
INTRODUCTION		1-3
DISTRICT SUPPORT FOR PROJECT		4-6
PROJECT PERFORM SCHOOLS		7
DEFINITION OF EFFECTIVE SCHOOLS		8-10
EVALUATION PLAN		11-17
. Evaluation Objectives	15-16	
. Data Collection and Analyses	16	
. Figure 1 - Evaluation Plan	17	
SCHOOL STRATEGIES TO ACHIEVE EFFECTIVENESS		18-33
. School Climate	19-22	
. Curriculum	22-24	
. Instruction	24-28	
. Student Evaluation	28-30	
. Parental Involvement	30-31	
. Conclusions	32-33	
. Figure 2 - Effective School Characteristics and Supporting Strategies	34	
PROCESSES IN SUPPORT OF IMPROVEMENT		35-70
. Teacher Interviews	35-37	
. Principal Interviews	37-38	
. Analysis Procedures	38-40	
. Findings	41-64	
. Figure 3 - Mean Factor Scores Principal and Teacher Interviews	42	
. Figure 4 - Summary of Responses Principal and Teacher Interviews	44	
. Safe and Orderly Environment	46-47	
. Clear School Mission	47	
. Instructional Leadership	47-48	
. High Expectations	49	
. Opportunity to Learn and Time-on-Task	50-52	
. Frequent Monitoring of Student Progress	52-54	
. Home-School Relations	54-55	
. Project Procedures/Climate	55-61	
. Project Impact	61-64	
. Conclusions	65-69	
. Figure 5 - Effective Schools Characteristics - The Process Factors	70	

Page

ATTAINMENT OF PROGRAM OBJECTIVES 52-54

. Findings 72-87
. Figure 6 - Changes in Percentages in "Below Average" Stanine Bandings 77
. Figure 7 - Changes in Percentages in "Above Average" Stanine Bandings 78
. Figure 8 - Summary of Changes in Percentages of Students' Mastering 75 percent of Reading Objectives Cleveland Reading Competency Test 81
. Figure 9 - Summary of Pre-Survey and Post-Survey Means Total Project Schools 85
. Conclusions 86-87

COMPARISON OF READING ACHIEVEMENT IN PROJECT SCHOOLS WITH SELECTED INDICES OF EFFECTIVENESS AND WITH NON-PROJECT SCHOOLS 88-107

. Comparisons of Project Schools with Effectiveness Indices 90-93
. Comparisons of Reading Achievement in Project and Non-Project Schools 94-104
. Results: Two-Way Analyses of Variance, 1983-84 and 1982-83 96
. Results: Two-Way Analyses of Co-variance, 1983-84 and 1982-83 96
. Figure 10 - Statistical Analyses - Project Perform 1983-84 97
. Figure 11 - 1983-84 Pre- and Post-Reading Comprehension NCE Scores Total Project vs Non-Project Groups 98
. Results: Analyses of Variance, 1983-84 and 1982-83 99-101
. Results: t-tests, 1983-84 and 1982-83 101-104
. Figure 12 - Summary of t-test Results Showing Significant Differences and Advantaged Groups 103
. Conclusions 105-107

EFFECTIVE SCHOOL CHARACTERISTICS AND SCHOOL IMPROVEMENT INDICATORS 108

. Results: t-tests of School Climate Indices 108-109
. Correlation between Selected Variables in Project Schools 109-111
. Figure 13 - Correlation Coefficients Grades 1-3 112

Page

. Figure 14 - Correlation Coefficients Grades 4-5 113
. Figure 15 - Correlation Coefficients Grades 7-8 114
. Conclusions 115

IMPLICATIONS 116-117

BIBLIOGRAPHY 118-119

TABLES 120-146

--Summary of Content--Open-Ended Questions Teacher's Interview and Principal's Interview 120-126
. Table 1 - No. 27 - "Effort of Pull-Out Programs" 120
. Table 2 - No. 8 - "Completion of Reading Objectives" "
. Table 3 - No. 30 - "Other Information About Student Progress" "
. Table 4 - No. 58 - "Project Aspects Discussed with Parents" 121
. Table 5 - No. 44 - "Reasons for Staff Attitude toward Project" "
. Table 6 - No. 46 - "Project Accomplishments" "
. Table 7 - No. 47 - "Little Project Accomplishments 122
. Table 8 - No. 48 - "Function of Planning Team" "
. Table 9 - No. 52 - "Recommended Changes in Inservice" "
. Table 10- No. 60 - "Functions of Planning Team" 123
. Table 11- "Recommended Changes in Inservice" "
. Table 12- No. 68 - "Functions of Central Office Staff" "
. Table 13- No. 58 - "Why is Project Meeting your Expectations?" 124
. Table 14- No. 57 - "Reasons for Improvement" "
. Table 15- No. 47 - "Strengths and Assets of Schools" "
. Table 16- No. 59 - "Strengths and Assets of Schools" 125
. Table 17- No. 60 - "Most Pressing Issues in School" "
. Table 18- No. 48 - "Most Pressing Problems" "
. Table 19- No. 49 - "Solutions, Improvements Needed" 126
. Table 20- No. 56 - "Why Commit Time to Project?" "
. Table 21- No. 67 - "Why Would you Recommend Project to Other Schools?" "

Page

. Table 22 - Summary of t-tests Mean Factor Scores--Principal and Teacher Interview 127
. Table 23 - Summary of "Attained" Objectives 128
. Table 24 - Summary of Changes CTBS Reading Comprehension Test Percentages of Change in Stanine Bandings 1982-83 vs 1983-1984 129
. Table 25 - Summary of Changes CTBS Reading Comprehension Percentages of Change in Stanine Bandings 1982-1983 vs 1983-1984 130
. Table 26 - Percentages of Students' Mastering 75 Percent of Reading Objectives--Cleveland Reading Competency Test 1983 vs 1984 131
. Table 27 - Results: t-tests of Pre and Post Means Connecticut School Effectiveness Survey 132
. Table 28 - Analyses of Variance Pre and Post Survey Means 133
. Table 29 - Summary of Total Average NCE and Gain/Loss Scores 1984 Reading Comprehension Tests Schools and Grades 134
. Table 30 - Summary of Total Average NCE Scores 1984 CTBS Reading Comprehension Test for School, Black/White Groups and Gain/Loss 135
. Table 30 - (continued) Percentages of Black and White Students in "Average" and "Above Average" Stanine Bandings 136
. Table 31 - Summary of Results Two-Way Analyses of Variance F-Value (and Significance of F) for each Source of Variation 137
. Table 32 - Summary of Results - Analyses of Co-Variance F-Value (and Significance of F) for each Source of Variation 1983-84 and 1982-83 138-139
. Table 33 - Summary of Results--Analysis of Variance 1983-1984 140
. Table 34 - Summary of NCE Scores Project Perform vs. Non-Project Perform - Pre-Test: 1982 and Post-Test: 1983 141

Page

. Table 35 - Summary of NCE Scores Project Perform vs. Non-Project Perform--Pre-Test: 1983 and Post-Test: 1984 142
. Table 36 - Results: t-tests of Selected School Climate Indices, 1982-83--Project and Non-Project Schools 143
. Table 37 - Survey, NCE, Objectives, Mastery % - Gr. 1-3 144
. Table 38 - Survey, NCE, Objectives, Mastery % - Gr. 4-6 145
. Table 39 - Survey, NCE Objectives, Mastery % - Gr. 7-9 146

APPENDIX A:

. Principal and Teacher Interviews Summary
. Teachers' Responses--Open-Ended Questions
. Principals' Responses " " "

APPENDIX B:

. 1982-83 and 1983-84 - Stanine Bandings-Reading and Mathematics Tests
" " " - Secondary Schools - Grades
" " " - Average Daily Membership
" " " - Poverty Rates
" " " - Teachers' Average No. of Days of Absence
" " " - Average Daily Attendance Rate by Grade, Race and Sex

APPENDIX C --ECIA Chapter I Projects
Project Perform Schools

APPENDIX D:

. Summary of t-tests Pre- and-Post Survey Means and Analyses of Variance - Project Perform Schools

APPENDIX E:

. Summary of Analyses of Variance and Co-Variance
1981-82 and 1982-83
Project and Non-Project Schools

APPENDIX F:

. Summary of Analyses of Variance and Co-Variance
1982-83 and 1983-84 - Project and Non-Project Schools

APPENDIX G:

. Summary of t-tests 1982-83
Project and Non-Project Schools

APPENDIX H:

- Summary of t-tests 1983-84
  Project and Non-Project Schools

APPENDIX I:

- Summary of t-tests
  Selected School Climate Indices
  Project and Non-Project Schools 1982-83

(Technical assistance was provided by Dr. Ofelia Halasa for scoring and analyses routines for School Survey and by Dr. S. James Zafirau for statistical analyses included as a subroutine in the Discrepant Reading Study.)

INTRODUCTION

The Cleveland Public Schools began examination of effective schools research in late 1981 with the establishment of a planning committee to develop such strategies for the school system. The planning committee scheduled a series of orientation meetings for staff representing central, cluster and school levels. As a part of this effort, Dr. Ronald Edmonds presented findings to Cleveland staff from his landmark studies which identified elements of "effective schools." The district's focus on effective schools was concurrent with the beginning of statewide dissemination of "effective schools" research by the Ohio Department of Education and the Kent State University Desegregation Assistance Center (KEDS). Workshops and conferences sponsored by these agencies also brought Edmonds and others to Ohio in discussion of the research. Subsequently, the Division of Equal Educational Opportunities of the Ohio Department of Education incorporated development of "effective schools" into its assistance areas offered to Ohio school districts. Given this priority, the Division established the Ohio Academy for School Improvement Strategies (OASIS) which has continued since 1982 to meet the demand of Ohio school principals to increase their knowledge about effective schools' implementation strategies.

In February 1982, the George Gund Foundation announced a program of assistance to the Cleveland Public Schools to develop more effective schools. The Foundation proposed establishment of a collaborative, ongoing relationship with the schools to encourage greater student achievement through the improvement of teaching and learning as defined in the research on effective schools. The Board of Education unanimously accepted the Gund Foundation proposal for an Effective Schools Project. Cluster management staff identified 23 schools which reflected larger proportions of students with reading comprehension test scores in the "below average" stanines than other schools in each cluster. From March to October 1982, staffs of the identified schools undertook planning and developing their proposals with the assistance of cluster management and a series of planning sessions provided by KEDS. In addition, the Foundation made various consultants available to support the school teams' efforts to develop their initial proposals.

The first cycle of planning, completed in October 1982, culminated in submission of school improvement proposals by 23 schools. As a result, four schools won grants which ranged from $6,000 to $16,850, which became effective in January 1983. Sixteen of the 19 schools not funded in the first cycle choose to re-develop their proposals at the invitation of the Foundation. Their re-development efforts began in January 1983. More specific guidelines related to effective schools were provided through two concept papers developed by Mrs. Maureen Larkin. Mrs. Larkin, consultant to the Foundation and former director of PROJECT RISE, an effective schools project of the Milwaukee Public Schools, outlined the profile of an "effective" elementary school and detailed the components of an "effective" secondary school in the two working papers. The Cleveland school district assigned two centrally based staff members to provide liaison to the planning teams and to support their re-development efforts.

Re-development activities spanned the period from January to June 1983 and produced 16 school proposals. In July 1983, the Foundation awarded $5,000 to each of the 16 schools to implement an effective schools project. An additional $20,000 award provided by the Foundation funded a one-day orientation workshop in August 1983 for members of the planning teams of the 16 newly funded schools.

The Foundation approved grants on the basis of the schools' proposals. Each school's proposal was required to meet criteria established by the Foundation. The Foundation indicated that its review committees would look for "a well-integrated plan which outlines an individual school's mission in detail; establishes specific, realistic and measureable goals and objectives; and provides information as to how the school intends to upgrade student achievement as evidenced by improved math and reading scores." The Foundation was particularly interested in learning how the schools intended to improve school climate, curriculum, instruction, parent involvement and student evaluation.

The "effective schools" movement in Cleveland received renewed impetus when Dr. Frederick Holliday assumed the district superintendency in November 1982. A 5-year Educational Design, produced under his leadership, mandated effective schools' goals for all Cleveland schools. In a letter to district staff in February 1983, Dr. Holliday established standards for all schools' attainment of effectiveness related to principal leadership, school climate for learning, learning and teaching expectations, building cleaniness and improvement of student competency in basic and advanced skills. Administrative support for the Project Perform model of "effective schools" continues to be on-going in the school district as evidenced by inclusion of Project Perform as a priority in Dr. Holliday's 1985 budget message.

DISTRICT LEVEL SUPPORT FOR PROJECT

District support for the project came not only through the assignment of two staff to serve as liaisons for the project but from provision of additional staff development opportunities supported by local funds, a State of Ohio Black Grant, and KEDS.

The role of the liaison staff was one without administrative authority over the project. These staff served as resources for the schools. Their specific responsibilities included the following functions:

1. Establishing a support network for the principals and staff in project schools;
2. Identifying resources in the district or outside the district which could assist schools in their tasks;
3. Facilitating communication between project schools about promising strategies which were emerging in project activities;
4. Assisting school teams in determining needs, particularly for staff development activities, and in monitoring project activities;
5. Providing information from research and the professional literature related to effective schools and instruction; and
6. Presenting workshops to school staffs in their areas of expertise in curriculum, instruction, student evaluation, program development, and tests and measurement.

The liaison staff visited schools throughout the school year observing classrooms, school activities, and engaging in numerous informal discussions about project activities with the school staff. Many aspects of these activities were captured via slides. This slide collection was frequently shared with project schools so that promising ideas could be disseminated across the schools. The liaison staff responded to individual schools upon request and in district-wide sessions for the total group of school planning team members for presentations of workshops.

The meetings addressed covered a range of topics which the schools requested, such as assertive discipline strategies, teacher expectancy and student achievement, monitoring of student achievement, developing teacher-made tests, establishing academic standards, interpreting test results, and applying effective schools' strategies. The liaison staff also assisted schools in requesting services of other supervisory and cluster personnel in the district to give assistance in their respective specialties related to curriculum, instruction, community relations, and the like.

The liaison staff also were responsible for organizing support meetings for the school staff. These took the form of sessions for principals and other meetings in which all members of school project teams participated. An opening workshop, held August 23 and 24, 1983, in collaboration with The George Gund Foundation and Kent State University at South High School, launched the year's activities with an in-depth look at implementation procedures related to the five components which all the project schools sought to improve. Sessions addressed the areas of teacher expectations and curriculum, time on task and direct instruction, climate and classroom management, pupil monitoring and parent involvement, and principals' instructional leadership. The workshop culminated with the preparation of school-based action plans for the 1983-84 school year by the schools' teams.

Throughout the 1983-84 school year, district-wide meetings for principals and team representatives, principals only, and principals and all members of schools' project teams sought to provide support and information. The calendar of meetings included:

1. September 20 - Coordination of resources/consultants among schools, Planning city-wide meetings - Principals
2. October 11 - Monitoring of Student Progress and Implementing Project Evaluation - Principals and Team Representatives
3. November 22 - Introduction to the Data Box Dr. Herbert Rudman, Michigan State University - Principals and Team Representatives
4. December 20 - Mid-Year Evaluation Reports and Planning for School Project Team Meetings - Principals
5. January 17 and 24 - Brainstorming at Mid-Year, Sharing Promising Strategies - Mrs. Maureen Larkin (1/24) Principals and Team Members
6. February 13 - Improving Instruction, Updating Project Budgets - Principals
7. February 23 - Principals as Instructional Leaders Dr. Azalia Francis, University of North Alabama - Principals
8. March 13 and 26 - Proposal Planning - Principals and Team Members
9. April 3 - Mastery Learning - Ms. Sheila Vasil, Mastery Learning Corporation - Sponsored by KEDS Principals and Team Representatives
10. May 10 - Preparation of Annual Reports and Budget Updates Principals
11. June 20 - Planning Meeting for August 1984 Workshops, Phase II Proposals, Annual Evaluation Reports Principals
12. June 26 - Planning and Brainstorming for Pre-School Workshop for Teams in August 1984 Principals and Team Representatives

Budgetary support for these district efforts came from the General Fund and State of Ohio Block Grant Fund which totalled $20,000 and $90,000, respectively, for 1983-84. The total amount of the grant from The George Gund Foundation for the 18-month period from January, 1983, when the first awards were made to four Cleveland schools, through 1984 was $132,850. Records from the Office of the Treasurer indicated that expenditures by the schools from their grants during this period amounted to $96,647.59.

PROJECT PERFORM SCHOOLS

The project schools included five junior highs and 16 elementary schools enrolling approximately 10,500 students. Staffed by almost 600 teachers and administrators, the schools represented all clusters within the district. The schools, listed according to their funding period, included:

Funded Schools - 1982-83:	Charles W. Eliot, H. W. Longfellow, Margaret Ireland, and Martin Luther King;
Funded Schools - 1983-84:	A. B. Hart, Almira, A. J. Rickoff, Buhrer, Forest Hill Parkway, Garfield, Harry E. Davis, Harvey Rice, Mary M. Bethune, Mount Pleasant, Nathan Hale, Tremont, Wade Park, Walton, Willow, and Woodland Hills.

DEFINITION OF EFFECTIVE SCHOOLS

What is it that makes a school effective? A number of studies have proposed answers to this question. (See, for example, Madden et al, 1976; Brookover and Lezotte, 1979, Edmonds, 1978, 1979, 1982; Clark, 1980; Austin 1979, 1981; Hersh et al 1981; and Purkey and Smith 1982(a), 1982(b)). These studies and reviews of school effectiveness literature have provided the impetus and rationale for a series of major school reform efforts throughout the country in recent years. Of all the proponents for effective schools, however, Edmonds has emerged as a major "disciple of effectiveness." He drew from experiences of studying schools that he found to be more instructionally effective than other schools serving comparable student populations. Characteristics of effective schools (Edmonds 1982) which he promulgated have become "benchmarks" of the movement:

1) the principal's leadership and attention to the quality of instruction;
2) a pervasive and broadly understood instructional focus;
3) an orderly, safe climate conducive to teaching and learning;
4) teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery; and
5) the use of measures of pupil achievement as the basis for program evaluation.

Other analyses of effective schools research have found flaws in the original research. Purkey and Smith (1982(b)) conclude, however, that such flaws should not discredit the notion of discovering effective school characteristics--seeds for school improvement--that could be sown elsewhere. The problem, in their opinion, has been a "simplistic" notion that schools, once aware of a set of "five, or seven or 12 key features," could simply decide to adopt them and thereby achieve "effectiveness." They believe this "recipe model" fails to account for structural and procedural characteristics of schools which either support or inhibit school improvement efforts. They prefer a model of school improvement which links content and process--content (referring to such things as the organizational structure, roles, norms, values and instructional techniques of a school) and process (referring to the nature and style of political and social relationships and to the flow of information within the school).

Refining their notion of "school culture" as the context for school improvement, Purkey and Smith (1982(a)) in another paper, distinguish between "organization-structure characteristics" and "process-form variables" which identify "effective schools." Their nine organization-structure characteristics, which encompass and expand those proposed by Edmonds, include:

1) School-site management;
2) Leadership;
3) Staff stability;
4) Curriculum articulation and organization;
5) Staff development;
6) Parental involvement and support;
7) School-wide recognition of academic success;
8) Maximized learning time; and
9) District support.

Purkey and Smith, view four factors as constituting the process-form variables as the "dynamic" of the school. These seem to be "responsible for an atmosphere that leads to increased student achievement." In their opinion, these variables which sustain a productive school culture are--

1) Collaborative planning and collegial relationships;
2) Sense of community;
3) Clear goals and high expectations commonly shared; and
4) Order and discipline.

Clark, Lotto and McCarthy (1980) also echo the conviction that imposing or mandating conditions of which effectiveness is supposed to consist on schools is simplistic. Imposing such "recipes or ingredients" in their view may neglect an essential element of school change--the change in people, not things. Lotto (1983) in a subsequent paper, reinforces the importance of organizational factors, by concluding that the variables most powerfully associated with schools' success have been organizational rather than programmatic in nature.

Refinement of "effective school" characteristics, therefore, continues to be a focus in the literature. A most recent delineation by Joyce et al (1983) expands the factors to 14 elements, confirming characteristics identified in other studies, but adding some elements such as "teaching strategies" and "extracurricular activities." As researchers have a hand at "school effectiveness," it is likely that other lists will be presented. However, it appears safe to conclude that whatever the lists to be promulgated, the branching of factors into "structure" and "process" helps to clarify what makes a school effective.

EVALUATION PLAN

How do schools become effective schools? What programmatic elements do schools implement? What is the organizational context in these schools? Does the context fit the descriptions in the literature? Is the organizational context related to particular educational outcomes? How does the staff perceive their schools in terms of school effectiveness characteristics and atmosphere? How do staff interact in working together?

These and other questions provide direction for the evaluation plan. The first task of the evaluation is to describe the activities which the project schools developed to emulate the characteristics of effective schools. The Foundation's working papers (Larkin 1983(a) 1983(b)) detailed characteristics of effective elementary and secondary schools, respectively, drawing upon various researchers' delineation of these factors (State of New York, 1974; Madden et al, 1976; Brookover and Lezotte, 1979; Edmonds and Frederickson, 1978; and Rutter, 1979). The working papers identified five major comments--school climate, curriculum, instruction, student evaluation and parent/community support. The evaluation will apply the Foundation's profile to examine the schools' strategies in developing these characteristics of effective schools.

A second major interest in evaluation of this school improvement effort is description of staff perceptions of the processes which evolved in their schools as the projects were implemented. Were these processes comparable to the "organizational and behavioral" elements which Purkey and Smith (1983(b)) maintain emerged in effective schools? If the processes follow the "predicted" pattern and do appear to govern activities and preferences of the schools, understanding of how and what schools do to improve can move from intuitive to factual realms.

A third major interest which guides the evaluation plan is the need to describe the attainment level of the schools' objectives. Just as the Larkin papers guided design of the activities which project schools sought to implement in their quest for effectiveness, the Foundation criteria for the schools' proposals also determined the required categories for the schools' program objectives. The Foundation criteria specified five areas--student achievement, school climate, curriculum and instruction, student evaluation and parent involvement. The annual evaluation reports prepared by the schools will be reviewed to determine the attainment levels for school objectives which the schools reported.

To complement this summary of the schools' attainment of their objectives, staff survey data from the Connecticut School Effectiveness Survey will be utilized to describe whatever degree of association between staff perceptions and total school NCE reading comprehension gain scores may or may not exist. A major question of interest to the project is whether or not "positive" staff perceptions are present in schools showing score improvement. In addition, attainment rate of objectives will be correlated with reading comprehension NCE gain scores. Where correlated samples exist for the survey data, t-tests will be applied to determine whether or not there were significant changes in staff perceptions during the first year of the project. For each grade in project schools, percentages of students who mastered three-fourths of the reading objectives included on the 1983 and 1984 reading competency tests will also be compared to the district levels. Mastery percentages for each school will also be compared to the reported level of attainment for the schools' objectives.

Every project school set objectives related to improvement of reading comprehension compared to their previous year's levels and the national norms for the tests. The use of the national norms as a standard requires explanation at this point. Edmonds (1979) equated school effectiveness to the degree that the proportion of low income children who achieve mastery is the same as the proportion of middle income children who achieve mastery. Shoemaker (1982) expanded on this idea. She defined an effective school as one which brings low income children to the minimum basic skills mastery level which now defines minimally successful performance for middle income children. She noted that schools serving concentrations of students from low income families and relatively few students from middle income levels may need to gauge their effectiveness levels by noting gains as well as achievement status. Benchmarks based on national norms and typical growth are also possibilities. If criterion-referenced tests are available, standards for mastery can be utilized from these sources for assessment of student status.

The standard proposed by Edmonds is not feasible in Cleveland's situation because of the high proportions of students from low income families enrolled in the project schools, applying the district's indice of "free or reduced price" lunch. School effectiveness, in terms of student achievement, therefore, for one of the purposes of this evaluation, will be gauged by comparison with the national norms.

This aspect of "effectiveness" and two additional dimensions--proportions of students' scoring "at or above average" levels for their grades and comparability of test performance for racial groups will be addressed by the fourth objective for the evaluation.

The fourth objective of the evaluation, therefore, will apply the standards described above in keeping with perspectives of effectiveness presented in major research efforts. However, the fourth objective will also compare achievement in project and non-project schools before and after implementation of the project. It is important that the school district examine achievement trends in these two school groups to gauge the impact of project activities. Comparisons will be made, using NCE scores from the CTBS Reading Comprehension and Vocabulary Tests which are administered in the city-wide testing program. Such comparisons will be included as a sub-routine within a district research study of school climate characteristics, student attendance, and achievement; and reading disparity between Black and other student groups. One phase of this district research effort will apply analysis of co-variance, using post-test comprehension NCE score as a dependent variable, pre-test comprehension NCE score as co-variate, and "program status and grade" as independent variables. This research will also compare performance at various grades represented in project schools with grade counterparts in non-project schools. These analyses will draw upon student-based and school-based data from both the 1982-83 and 1983-84 school years. A picture of pre-project status can thus be obtained.

A fifth area of inquiry for the evaluation will be examination of the association, if any, that may exist between staff perceptions of the presence of effective schools' characteristics, as evidenced by schools' average total scores on the Connecitcut School Effectiveness Survey, and levels of reading comprehension in project schools, as well as the reported levels of attainment of project schools' objectives, and percentages of students who mastered 75 percent of the objectives sampled in the competency tests. In this fifth area, comparisons of project and non-project schools in terms of some 70 indices of school climate (for example, average daily attendance, suspension rate, non-promotion rate, teacher absence rate and the like), which will be generated through the district research cited above, should contribute to improved understanding of differences in climate between schools.

The nature of this project precludes random selection of schools and students and the use of experimental and control groups. This reality represents a limitation for validity of the evaluation design. Although other efforts, such as statistical controls, progress of other schools in the district, and criteria such as standardized test norms, will be applied, it is recognized that they do not the perfect substitutes for appropriate "controls."

Evaluation Objectives

In summary, the evaluation plan will describe major aspects of the project--schools' strategies for improvement, processes which emerged in the schools in support of improvement, degree of attainment of schools' objectives, comparisons of reading achievement status in project schools with selected indices of "effectiveness" as well as non-project schools, and patterns of association between staff perceptions of their schools in terms of school effectiveness factors and reading achievement in their schools.

Specific objectives guiding this plan for evaluation are:

1. To describe the programmatic elements which schools designed and implemented to emulate characteristics of effective schools;
2. To identify the organizational and behavioral processes that emerged in project schools to support improvement strategies;
3. To review the schools' annual evaluation reports to determine the degree of attainment reported for the schools' process and project objectives;
4. To compare reading achievement in project schools with selected indices of "effectiveness" and with levels in non-project schools using results of standardized tests;

5. To examine what association, if any, exists between the presence of effective schools' structural elements, as represented by average scores on the Connecticut Effective School Survey, schools' reported attainment level of objectives, school average comprehension NCE scores, and student mastery percentages on the competency tests for respective grade levels.

Data Collection and Analysis

Data collected for this project evaluation includes a variety of sources--archival, surveys, interviews, school reports, and standardized tests. Other information is collected annually for district and court reports. These data (for example, promotion rate, student attendance rate and the like) are compiled by school and will be utilized in comparison of school climate indicators for project and non-project school groups. The data array draws from nine sources:

1. Schools' annual evaluation reports;
2. Project liaison staff observations;
3. Schools' project proposals;
4. Teacher School Effectiveness Interviews;
5. Principal interviews;
6. Connecticut School Effectiveness Survey;
7. Comprehensive Test of Basic Skills (CTBS)--Vocabulary and Reading Comprehension;
8. Cleveland Reading Competency Tests; and
9. District and School Climate Indices.

As can be seen, the data array consists of both subjective and objective information. The evaluation will attempt to draw both elements together through description and statistical analysis, as appropriate, to present a picture of the strengths and weakness of the first year of Project Perform. Figure 1 summarizes the evaluation plan showing the data sources and the factors to which they are intended to apply.

FIGURE 1

EVALUATION PLAN

DATA SOURCES AND FACTORS

DATA SOURCES	FACTORS				
	Programmatic Elements	Organizational and Behavioral Processes	Schools' Product and Process Objectives	Student Reading Achievement	School Climate
1. Schools' Annual Evaluations	X	X	X	X	X
2. Schools' Project Proposals	X	X	X	X	X
3. Project Liaison Staff Observations	X	X			X
4. Teacher School Effectiveness Interviews	X	X			X
5. Principal Interviews	X	X			X
6. Conn. School Survey	X	X			X
7. CTBS Reading Tests			X	X	
8. Cleveland Reading Competency Tests			X	X	
9. District/School Data					X

SCHOOL STRATEGIES TO ACHIEVE EFFECTIVENESS

In line with the scope of the project as a school-based improvement effort, each school charted its own direction in installing procedures which have been identified as aspects of effective schools. The schools developed goals, objectives, activities and evaluative procedures designed to help upgrade the basic skills and academic achievement of students. Such achievement was to be measured by student performance on standardized achievement and criterion-referenced tests. Schools used their Foundation grants in their own way to support installation of their activities. Review of the expenditures show a range of allocations. Generally, the major expenditures supported staff development and staff planning costs, substitutes to release staff for planning sessions, student motivational awards and activities, and materials and supplies to supplement schools' resources.

Each school defined its product and process objectives according to the components identified in the Foundation's working paper. Each school had responsibility for its own evaluation, assigning in-school data collection responsibilities accordingly, and delegating various tasks to or rotating the tasks among staff committees or individuals. Central staff support furnished various school-level data to project schools from time to time, as various reports were generated by departments or divisions within the district, to assist the schools in their evaluations

As the first objective of the evaluation plan for Project Perform indicates, the evaluation will describe the structural elements which schools designed and implemented. It is important to the district's future efforts in school improvement to know what strategies schools employed to accomplish their objectives. As it has been indicated, the project schools drew the structure for their programs from the guidelines delineated in the working papers (Larkin, 1983(a), 1983(b)).

School Climate

Factors identified for the category of school climate, the first component for elementary schools, included:

- A strong sense of academic mission;
- High expectations for all students;
- A strong sense of student identification and affiliation with the school; and
- A high level of professional collegiality among staff.

The paper provided examples of strategies in this category which would evidence the presence of these four factors. Representative examples of such strategies were:

1) protection of classroom instruction from interruptions;
2) dominance of curricular and instructional topics on faculty meeting agendas;
3) principal's functioning as instructional leader rather than building manager;
4) use of whole class instruction;
5) school logos/emblems, songs, colors, pledges and the like; and
6) academic honor assemblies.

For secondary schools, the working paper identified the following climate elements:

1. Conveyance of high expectations; and
2. School's academic focus.

Evidence of the "appropriate" climate, according to the paper, would be found in:

1. Lessons' being started on time and taught for the full period;

2. Formal, structured, task-oriented classroom atmosphere;

3. Topic-oriented lessons with little time spent in informal conversation and getting organized;

4. Regular assignment, collection and correction of homework; and

5. Recognition of academic achievement with displays of student work throughout the building.

To understand a program, it is necessary to describe the "treatment" which schools applied on their way to effectiveness. Analysis of the annual evaluations prepared by the project school as well as the observations of the liaison staff who visited the schools on an on-going basis provide the pictures of what schools did.

"Visibility" is the striking quality of the schools' strategies in the area of climate development. Project schools prominently posted their mission statements; displays of student work; lists of displays of names and, in some cases, pictures of achievement, citizenship and attendance contest winners; school logos, banners and mottos; progress charts for reading objectives and the like. Expectations for students were evident in the charts in building corridors which detailed building rules; and, in a great majority of schools, the classroom charts which presented rules, rewards and consequences. Project schools, in most cases, expanded their concept of climate a sense of "order" with the adoption of strategies based on assertive discipline and classroom management principles. Schools scheduled academic, attendance and citizenship awards assemblies on at least a semester basis, and, on an interim basis, provided certificates, pins or treats for groups and individuals achieving appropriate standards. In project elementary schools, classrooms, typically, displayed achievement charts for reading and math as well as attendcance and homework charts. "Seasonal" bulletin boards in hallways and classrooms became "academically oriented." Not only did the schools intend to convey the central importance of achievement, but the idea of feedback to students which also reinforced their intentions in the area of student evaluation. Classroom charts, on the other hand, were not as universally used in the project junior high schools. The junior high schools tended to provide students with requirements developed by each subject area department. In at least one instance, these were distributed to parents with the request that they be signed and returned as evidence of a "contract" for achievement in that subject. It should be recognized, at this point, that the district's mandate for common reading objectives in grades one through nine reinforced the efforts of the project schools to move to grade level requirements for all students.

The schools' strategies in development of school climate represented visible actions to convey the emphasis on academics and the expectations for achievement. These messages were systematically and continuously orchestrated to produce a clear message for students and staff alike. In summary, it can be stated that the project schools developed a positive school climate by:

1) establishing expectations for academic achievement;
2) communicating to students and parents regularly about common grade level requirements in reading;
3) employing logos/emblems, songs, colors, pledges and cheers uniquely styled to their own image;
4) scheduling academic, attendance, and citizenship assemblies and awards;

5) utilizing common instructional objectives in reading for each grade; and

6) identifying and applying consistent behavior standards.

Curriculum

The second factor, Curriculum, which was delineated by the working paper, encompassed two major elements for elementary schools. These included common grade level expectations and standards in the basic skills areas as well as planning and monitoring for full content coverage. Sample activities identified in the working paper consisted of:

1. Staff identification of curriculum expectations and standards for each grade level or course;
2. Staff agreement upon means to evaluate, on a regular basis, student acquisition of these expectations;
3. Distribution of grade level and course expectations and standards to parents and students; and
4. Scheduling of content coverage and amendments on a regular basis to maintain instructional time allotted for essential learnings.

For secondary schools, the key elements to be included in the curriculum component were stated as:

1. A core curriculum for all students;
2. Clear communication of course expectations; and
3. The use of the accelerated curriculum approach.

The major tool which project schools employed to attend to the curriculum were the planning sessions which could be funded from the Foundation grants. It should be recognized that, in many instances, staff attended such sessions voluntarily either before or after school. At the elementary level, planning sessions most likely included teachers at one grade level; while, at the secondary level, planning sessions included teachers of one department. (Staff opinion about these planning opportunities is described in the section report related to Teacher Interviews.)

The district mandate for grade level reading objectives from grades one through nine structured the focus of most of these planning sessions in the project schools. There was a general need across schools for new or revised materials with which to teach the reading objectives. The pacing of instruction to meet the district requirement that instruction in the reading objectives be completed by March 31, 1984 represented a major concern. As a result, meetings dealt with on-going status of presentation and student mastery of the reading objectives. The design of teacher-made tests to model the district reading competency tests and the creation of seatwork were other priorities. The staffs sought to develop consensus about performance standards and grading requirements. In many instances, redefinition of homework requirements were also a critical need--not only because all schools were implementing Board policies related to homework--but because the project focus required such clarification. Newsletters to parents conveyed the schools' policies about reading expectations and homework requirements. A unique homework folder, designed by one elementary school, not only provided information about homework requirements, but detailed the school's mission, achievement expectations, grading standards, subject schedules and the like.

General faculty meetings also featured curriculum topics. Agendas show that meetings considered such areas as pacing of reading objectives, reading in the content areas, methods to improve reading comprehension, design of test questions, and mastery learning principles.

For the area of curriculum, as a factor of effectiveness, it can be stated that the project schools did attain a substantial agreement about curriculum expectations and standards. Certainly, the distribution of district-mandated reading objectives triggered consensus about standards and expectations. Staff reflected sensitivity about the need to schedule content coverage and to review this "pacing" of instruction on a regular basis. At the junior high level, there exists an academic curriculum that is required of all students. To a great degree, the project junior high schools conveyed course area expectations. While the "accelerated" curriculum principle was not a major feature of the junior high programs, reinforcement for students making slower progress in reading was done in additional classtime assignment in laboratory/classroom work in reading, not in "pull-out" programs.

Instruction

Five precepts related to instruction in the elementary schools are specified in the working paper. These precepts are stated as:

1. Whole class instruction is used whenever it is possible and appropriate;
2. Efficient classroom management is maintained through a structured learning environment;
3. Direct instruction is used as the main instructional approach and the key instructional behaviors are included in most lessons;
4. The importance of maximazing the amount of academic engaged time (time-on-task) as well as increasing the amount of allocated time is recognized; and
5. An accelerated learning approach is used for those performing below level.

The working paper characterized the instructional component for secondary schools as consisting of the following elements:

1. Planning related to the accelerated curriculum;

2. The structured learning environment; and
3. The effects of time (allocated and academic engaged time).

In addressing their instructional components, the majority of project elementary schools attended to improving their "time-on-task." One strategy for protecting instructional time involved block scheduling of language arts periods. During these stipulated blocks of time, unnecessary interruptions were not permitted nor were students assigned to "pull-out" compensatory programs. These schools required distribution of materials and equipment and "messages" at times which would not interrupt classroom instruction. Some schools mounted "message boxes" on classroom doors for receipt of such communications. Some devised color-coded hall passes to indicate the reason students would be in the corridors.

Another major effort by elementary schools involved grade level planning sessions to review the pacing and sequencing instruction in the reading objectives. Grade level groups reviewed student status and identified difficulties in instruction. Frequently, the need for development of new instructional materials or re-organization of existing materials emerged. Another high priority activity for most elementary schools involved design of teacher-made tests which could provide on-going information about student mastery as well as experiences for students in dealing with the district competency tests.

Some schools moved to expand their use of "whole group instruction" and follow-up reinforcement sessions with small groups of students requiring additional assistance. An estimate of teachers' use of "whole group" instruction can be gleaned from the Teacher Interviews, reported in another section of this report, which shows more than 80 percent of the interviewees reporting an increase in their use of this practice. Teachers, as evidenced from interview information, characterized these small groups as being organized on an "ad hoc" basis rather than a permanent basis.

As has been indicated in this report, all project schools established a school mission. These mission statements communicated commonly accepted goals for the school. From the observations obtained in the Teacher and Principal Interviews, in some cases, the mission statement was emerging as a "driving force" for the instructional program in some schools.

Standards which would apply in student feedback and evaluation became a major issue for some schools during this initial project year. Criteria for grading and mastery standards received major attention in many schools' planning sessions. Other schools reconsidered the focus of homework, encouraging a more relevant use of homework to provide additional practice for the student in the current skills being taught in the classroom.

Project junior high schools attended to establishing learning and skills expectations for major subject areas. Development of interdisciplinary learning activity packages which brought reading into the content area was undertaken by one junior high. Grade level standards and expectation letters were utilized to inform students and their parents about the year's work in the academic areas. Sequential instructional plans became a focus of the majority of departmental meetings. One junior high school attempted to install mastery learning at one grade level but found that not all of the subjects were equally adaptable to this process and that components such as the mastery tests that were required had to be developed. The school obtained an additional Foundation grant to support the development of the mastery tests for instruction of the reading competency objectives. These tests will now be available for the 1984-85 school year. A majority of the junior highs provided reading workshops for their staffs, recognizing the importance of reading skills as a key to success in other subjects. In some cases, university consultants were obtained under their Foundation grants to observe and coach the staff. These arrangements proved generally satisfactory.

Of all the areas which schools have attempted to improve--instruction is the most challenging. Re-reading of the working papers provided by the Foundation indicates that very definite recommendations for particular strategies such as whole group instruction, direct instruction and structured learning environments are offered. To deal with these alternatives, project schools have identified on-going staff development needs not only for a knowledge base about these procedures but for a training model as well. Staff have called for more practical assistance rather than exhortations about methodology. Foundation resources have provided initial resources in expanding the planning time which teachers need to develop action plans and refine strategies. As will be seen in the information from the Teacher Interviews, planning opportunities have had very positive "spin-offs" not only in the exchange of information, but in the development of collaboration between teachers. Teachers appear to value these interactions highly.

In summary, project schools made outward visible progress in the area of instruction through a new focus on use of class time, scheduling arrangements, development of materials and consensus-making related to school goals, standards, pacing and sequence. They have taken definite steps to communicate to parents and students about their requirements. Most schools' evaluations identify staff development needs to improve instructional skills as a priority for the second year of the project. The systematic attack on instruction, therefore, still remains a challenge for most schools. Such an emphasis will require financial and time resources which are far beyond the resources available in the Foundation grant if dramatic changes in teachers' instructional strategies are to occur.

Student Evaluation

For student evaluation in the elementary schools, the Foundation working paper (Larkin 1983(a)) proposed the frequent assessment of student progress on a routine basis and precise and informative report cards with emphasis on the acquisition of basic school skills. The second working paper (Larkin 1983(b)) stressed three key elements in the evaluation component for secondary schools:

1. The use of academic status tests;
2. Academic status conferences with students; and
3. Testing for the minimum course expectations.

Information from the project elementary schools' annual evaluation shows intense attention to student evaluation activities. All classroom teachers maintained individual reading and mathematics record cards for their students in keeping with the school district's requirement. It was evident, however, that the project schools gave careful attention to this program element by developing teacher-made tests for reading and mathematics and administering them frequently throughout the year. Results from these tests and from the interim tests in reading provided by the Division of English Language Arts in relation to the reading objectives assisted classroom teachers in identifying students' areas of weakness as well as providing information for small group remediation efforts. A majority of elementary schools required individual conferences, small group discussions or at least whole class discussions to review progress with students at frequent intervals throughout the year. Some schools devised take-home checklists of the reading skills which were distributed to students and their parents to provide information about students' progress. Grading standards were addressed by several schools. As a result, one elementary school published its requirements for letter grades in a homework folder which was distributed to all students for use in their homework assignments. Other schools addressed the evaluation of oral and written student performance on a daily basis, discussing standards for such assessment in their planning sessions. Given the school district's city-wide testing program, results from the Comprehensive Tests of Basic Skills in Reading and Mathematics were carefully reviewed by principals and staff in all project schools. It is evident, from the schools' evaluations, that project elementary schools routinely reviewed student progress and provided feedback to their students and parents.

The project junior high schools, in keeping with district requirements, also provided on-going progress information to their students and parents. All junior high schools utilized deficiency slips. Junior high teachers also used a variety of strategies for assessing student progress. Their methods of monitoring student's progress included daily bellwork, weekly teacher-made tests, and teacher-made unit tests. Department chairpersons have reviewed grade distribution reports which have been available after each grading period. One junior high school has augmented its teachers' assessment strategies by introducing teachers to informal assessments of students' reading levels which teachers have found most helpful. Student test-taking skills were also emphasized at this school which produced high attendance figures for the city-wide testing program. Another junior high featured oral progress reports to students on a regular basis from their class teachers. The school also prioritized giving of progress reports via telephone calls and parent conferences.

It is evident, from the schools' evaluations, that project elementary and junior high schools routinely reviewed student progress and provided feedback to their students and parents. They complied not only with district policy and regulations but modeled their efforts in keeping with the qualities of frequency and student feedback prescribed for effective schools. Further evidence of the general implementation of student evaluation procedures can be seen in the results from the Connecticut Survey of School Effectiveness and the Teacher Interviews which are discussed in other sections of this report.

Parental Involvement

The Foundation working papers, in describing this area of activity for the project schools, noted that the relationship between parent involvement and student achievement has not been established in the effective schools research. In keeping with the district's policy, the project requirement, however, did call for parental involvement at all levels of the school district, particularly their children's schools. The district also does not view the absence of parental involvement as relieving any school of its responsibility to produce achieving students. Effective schools, as the working paper stressed, believe that with or without overt parent involvement, the principal and teacher can still improve achievement and are obligated to do so.

Both elementary and junior high schools considered parental involvement as important aspects of their programs. Although attendance at several of their scheduled meetings for parents remained generally disappointing, there were several occasions when schools experienced great improvement in attendance rates at traditional affairs such as Open Houses and Parent Conference Days compared with previous years. Many schools scheduled night meetings in the schools with which they were pared in the desegregation plan, attempting to bring such meetings nearer to the parents' residential area. Two elementary schools undertook telephone calls to parents about "positive" accomplishments of their children throughout the year. They received enthusiastic feedback from the parents involved.

All schools distributed the Parents' Guide to Helping Children Read and the majority of elementary schools scheduled workshops to demonstrate how parents might use the guide to support their children's mastery of the reading skills.

Most schools distributed newsletters to parents in addition to other specific letters about course requirements, standards, homework, and special events at the schools.

The schools did not experience the levels of parental involvement which they hoped to attain. Parental involvement appeared as the greatest frustration to the staff. Data from the Teacher Interview--which are discussed in another section of this report--support this feeling indicating that staff desire and would welcome more parent-initiated involvement.

Conclusions

In keeping with the first objective of the evaluation plan for Project Perform, review of the schools' annual evaluation reports was undertaken. The purpose was to describe the programmatic elements which schools designed and implemented to emulate the characteristics of effective schools.

The review supports the following conclusions about the "program" which the project schools implemented.

1. There is a high degree of uniformity in the programmatic elements in all of the project schools. This would have been anticipated, given the guidelines provided by the Foundation. However, individualistic application of the programmatic elements is very obvious in each school's account. Schools, for example, developed statements of their missions. Each statement was unique, although all schools responded to the same guidelines.

2. The development of a school mission appears to have been a significant step for each school. All missions addressed academic excellence as a priority. The missions were prominently displayed in the buildings and classrooms, serving to communicate to students and staff that there were commonly held goals for the schools. As a result, in many schools there appeared to be improved expectations for accomplishment.

3. Schools undertook concurrent implementation of their strategies in the five areas to develop their effectiveness. This development served to overcome what might have been a piecemeal approach. In most schools, the strategies were mutually reinforcing and created a "critical mass" for change in support of school improvement.

4. The strategies heightened "visibility" for the schools' efforts. Visible elements, such as mission statements, logos, awards, displays, newsletters and the like, served to reinforce the deliberate actions proposed and taken for improvement of curriculum and instruction. All of the project schools (some reflected a greater intensity than others) communicated academic priorities, demonstrated climates of high expectations, fostered staff collaboration on curriculum and instructional issues,

monitored student progress, and sought
parent support.

The annual reports, therefore, provide pictures of the strategies which the project schools implemented in their quest for effectiveness. They confirm that the strategies fit the mold of the "organization-structure" characteristics which Purkey and Smith (1983(a)) identify in their analysis of effective schools' programs. However, the reports show that "how" the strategies were put in place reflected the individuality of the school involved. All project schools followed the familiar pattern; how they put things into place, however, reflected their own styles.

It may be simplistic to believe that there is a "recipe" by which schools may implement effectiveness. The strategies recommended are certainly common-sense provisions with which most educators would identify. Who would oppose a school's developing its mission or monitoring student progress? The wisdom which the project experiences suggest at this point--is that while the strategies, per se, cannot guarantee improvement, they do represent commonalities with which all schools need to deal. It is clear that there are prerequisite steps. These actions require identifying school needs, relating these needs to the strategies, developing consensus for action, communicating with all who will be involved, and taking actions toward the stated goals that are coordinated and visible.

Figure 2 summarizes the major supporting strategies which the project schools implemented in their quest for effectiveness.

FIGURE 2

EFFECTIVE SCHOOLS CHARACTERISTICS AND MAJOR SUPPORTING STRATEGIES

- THE CONTENT FACTORS -

CLIMATE	CURRICULUM	INSTRUCTION	STUDENT EVALUATION	PARENT INVOLVEMENT
. Clean, Maintained Building	. Grade Level Objectives	. Principal Leadership	. Individual Student Records of Progress	. Open House/Meetings
. School Mission Emphasizing Achievement	. Grade Level Standards	. Whole Group Instruction	. Classroom, School Charts	. Newsletters
. Motto, Logo, Mascot, Nickname	. Grade Level Subject Planning Groups	. Ad Hoc Skills Reinforcement Groups	. Grading Standards	. Volunteer Assistance
. Scholarship, Attendance, Citizenship Awards & Incentives	. Homework Requirements	. Pacing, Sequence Guidelines	. Student/Parent Conferences	. Classroom Visitations
. Displays of Student Achievement	. Development Sharing of Materials	. Conservation of Instructional Time	. Teacher-Made Tests	. Involvement of Support Groups
. Award Assemblies		. Reading/Math Instructional Strategies--Reading in Content Area	. Interpretation of Standardized Test Results	
. Student Leadership Programs			. Student Test-Taking Skills	
. School Attendance Plan				
. School/Classroom Assertive Discipline Plan--Rules, Rewards Consequences				

PROCESSES IN SUPPORT OF IMPROVEMENT

A second objective of the evaluation is to identify organizational and behavioral processes that emerged in project schools to support improvement strategies. Data from Teacher Interviews and Principal Interviews were utilized to address this objective.

Teacher Interviews

The Teacher's Interview collected classroom teachers' perceptions of factors which research has identified as being associated with effective schools. These factors include the following: safe and orderly environment; school mission; instructional leadership; high expectations; opportunity to learn and time-on-task; frequent monitoring of student progress; and home-school relations.

The interview schedule was adapted from The Connecticut School Effectiveness Interview developed by the Connecticut State Department of Education. The State Department granted permission to the Cleveland Public Schools to use their interview in this effort.

According to the developers, The Connecticut Interview Schedule is designed to focus on seven characteristics identified in the effective schools literature as noted above. Descriptive continua are provided for each interview item. Each item utilizes five descriptive phrases representing a range of responses that would be possible for each item, with the fifth descriptor being the research-based optimal response.[1] The adapted version provides two additional factors: project procedures/climate and project impact. A total of 62 questions include 51 that are "forced-choice" and 11 that require interviewees' responses. These latter items relate to project impact and procedures that are considered specific to the Cleveland project. Additionally, some of these items offered interviewees opportunities to mention areas not covered in the Interview.

During the interview, interviewees were provided with a copy of the schedule to ease the interview process. The interviewer recorded the response selected. listening for key words in the interviewee's response. A scoring sheet was developed so that each response could be categorized easily by checking the appropriate box numbers next to each item. Responses to the open-ended questions were recorded on a specially designed response form.

A computerized random selection process applied to personnel lists for the 20 project schools generated a 15 per cent sample or 79 classroom teachers from a total of 526.82 full-time equivalent teachers.

Depending on the size of the classroom staff in each project school, three to eight teachers were chosen for interviews in each building. An alternate was also chosen for each "first-choice" respondent in the event that some prospective interviewees would not be present on the day of the interview.

---

[1] Joan Shoemaker and Robert Villanova, Section II, The Connecticut school efffectiveness assessment process. The Connecticut school effectiveness project, development and assessment, Connecticut State Department of Education in conjunction with the Northeast Regional Exchange (December 1981); 15, mimeographed.

Three interviewers from the Kent State University Desegregation Assistance Center (KEDS) conducted the interviews in the 20 project schools during the weeks of May 14 through June 8, 1984. Two interviewers visited seven schools each, while the third interviewer worked with six schools. One of the interviewers piloted the first version of the adapted Interview Schedule in April, 1984. This process resulted in a revision of some items as well as a reduction in the number of items to conform to a 45-minute time frame.

Teachers selected for the interviews represented a range of teaching experience from one to 29 years in their respective schools, with the median being four years.

Principal Interviews

The Principal Interviews collected opinions of the principals of the 20 project schools related to the degree of presence or absence of factors which research has identified as being associated with effective schools. The interview schedule was adapted, as in the case of the schedule for teachers, from the Connecticut School Effectiveness Interview Schedule developed by the Connecticut State Department of Education in connection with their state-wide program for effective schools. The Cleveland Public Schools obtained permission from the Connecticut State Department to use their schedule.

As indicated above in a discussion of the Teacher Interview, the items are structured in a five category continua, with the fifth category representing the research-based optimal response. The schedule also incorporates two additional factors related to project procedures/climate and project impact to give principals opportunities to relate options of various project aspects of interest locally.

The two centrally based staff persons interviewed the principals during the weeks of May 14 through June 15, 1984. Each interviewer visited 10 project schools.

During the interview, interviewees were provided with a copy of the schedule while the interviewer read the item. The interviewer recorded the response selected, listening for key words in the response. A scoring sheet was developed so that each response could be categorized easily by checking the appropriate box numbers next to each item. Principals wrote their responses to the open-ended questions on a specially designed response form.

Analysis Procedures

The Statistical Package for the Social Sciences (SPSS) facilitated scoring of the "forced-choice" questions for both interview schedules using Board of Education computer services. The SPSS program generated percentages of response for each item, for each factor, and mean scores for each item and factor. A scale of 1 to 5 was applied to each item and factor to determine mean scores.

The Teacher's Interview includes 62 questions while the Principal's Interview addresses a total of 68 questions. Thirty-two questions are identical on both interview schedules. This arrangement provides 19 questions unique to the Teacher's Interview and 24 in the Principal's Interview. Eleven questions on the Teacher's Interview and 12 on the Principal's Interview are designed to be open-ended.

Examination of the responses to the open-ended items took the form of content analysis. The purpose of this approach was to probe teachers' perceptions of these variables in their comments to the respective questions. Tallies of references to each factor and variables provided counts and percentages for both teacher and principal responses. These data are viewed as non-obtrusive information about the state of project affairs in the schools. The references took the form of identification of either presence or absence of "effective schools" factors and four process-form variables proposed by Purkey and Smith in their recent review of effective schools.[1]

Purkey and Smith contend that the four variables--collaborative planning and collegial relations, sense of community, clear goals and high expectations commonly shared, and order and discipline seem most likely to develop in schools characterized by the "effective schools" factors. Although the demarcation between factors and variables may be blurred, it might be assumed that they share a mutually facilitating relationship. These process variables appear to be describing how people interact in the school. Such information may have potential for telling us something about how schools move toward increasing their effectiveness. These factors appear equally applicable to elementary and secondary schools. They describe commonalities in schools which organizational theory and implementation research identify as cultural perspectives on school effectiveness. Smith and Purkey consider that these variables can be manipulated to promote academic effectiveness of the school. Learning what procedures are being followed in the project schools and identifying the obstacles encountered can contribute to understanding of the results which the schools attained. Distilling the content of the interviewees' responses also provides the opportunity for testing the relationship of project results, the "effective schools" factors, and the process variables.

---

[1] Purkey, Stewart C. and Smith, Marshall S. Effective Schools--A Review. Wisconsin Center for Education Research, School of Education, University of Wisconsin at Madison (June 1982): 40-41, mimeographed.

Analysis of results from the "forced-choice" questions on both the Teacher's Interview examined interview responses by individual item and by aggregation of items into seven "effective school" and two "project-specific" factors. The analysis also compared perceptions of classroom teachers with those of the school principals across items common to both interviews. Mean ratings for each factor were computed. Independent t-tests were applied to test for significant differences in mean factor ratings between principals and teachers.

As indicated above, the sampling plan for interview respondents called for a randomly selected cadre of classroom teachers which would comprise 15 percent of each project school's contingent of classroom teachers excluding special project staff such as Chapter I and DPPF. Principals of all 20 project schools were interviewed. It is recognized that the sample does not support generalizations about individual buildings. Such data aggregated at the district level, however, do provide insight into overall patterns and directions of project activities in keeping with the evaluation plan's objectives.

A composite of responses obtained in the Teacher and Principal Interviews appears in Appendix A in the Technical Supplement to this report. Summaries of responses for each of the "open-ended" questions included in the interviews appear in Tables 1 through 21. These tables are also included in the Technical Supplement to this report.

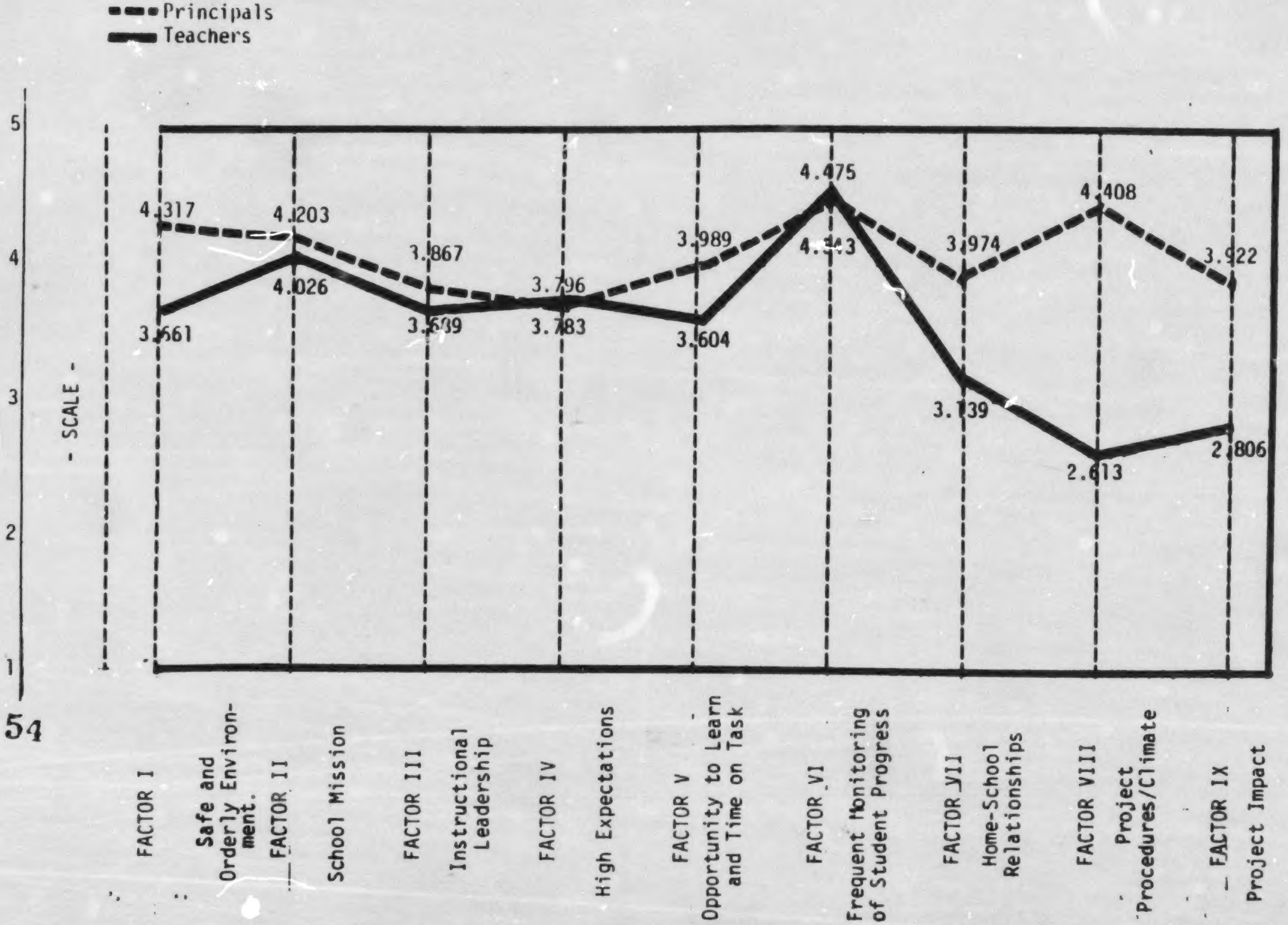
FINDINGS

The first step in the analysis of the interview data examined the overall patterns of responses of both respondent groups. As described above, interview questions probed for staff perceptions of the presence of the seven effective school characteristics in their schools, as represented by seven factors of the interview schedule. Questions about two additional factors sought staff opinions related to project procedures and climate as well as project impact. Interview items were designed with a 5-category continua. For the seven school factors, the fifth response represented the research-based "optimal" response, while the four other categories presented gradations of the "optimal" situation. The scale for the opinion factors utilized a range of "unsatisfactory" or "very negative" to "excellent" or "very positive." The middle choice in these instances was "uncertain." Mean factor scores for principals and teachers based on these 5-point scales were compared by t-tests for independent samples, using a $p \leq .001$ level of significance. According to these analyses, five of the nine mean factor scores of the groups showed significant differences. These factors were "Safe and Orderly Environment," "Opportunity to Learn and Time on Task," "Home-School Relations," "Project Climate," and "Project Impact." Factor mean score data are displayed in Figure 3. Results of the t-tests are summarized in Table 22. It is evident principals held more positive perceptions of the presence of these five factors than teachers did.

Comparison of the percentages of response showed other trends in perceptions and opinions of the principals and teachers. These trends, which are summarized in Figure 4, indicated:

1. With respect to the factor, "Monitoring of Student Progress," both principals and teachers gave this area their highest ratings.

FIGURE 3
MEAN FACTOR SCORES
PRINCIPAL AND TEACHER INTERVIEWS



2. "Project Procedures and Climate" received the lowest ratings of any of the nine factors from teachers, with 53 percent of the responses placing in the "fair and unsatisfactory" categories. On the other hand, 87 percent of the responses from the principals fell in the "very good" and "excellent" categories for this factor.

3. The factor, "School Mission" garnered relatively high ratings from both groups.

4. A degree of disagreement was apparent in the ratings of the safety and orderliness of school environments. A substantial majority of the principals (84 percent) selected "very good" and "excellent" ratings, in sharp contrast to the teachers' responses which totalled 54 percent for these ratings.

5. With respect to "Home-School Relations," diversity of opinion existed between groups' ratings. Sixty-eight percent of the principals' ratings and 44 percent of the teachers' ratings placed in the "substantial" and "highly active" categories.

6. "Postive" ratings of the factor, "Instructional Leadership" were relatively comparable for both respondent groups. Sixty-eight percent of the principals' responses and 59 percent of the teachers' responses were in the "frequent" and "relative routine" rating categories.

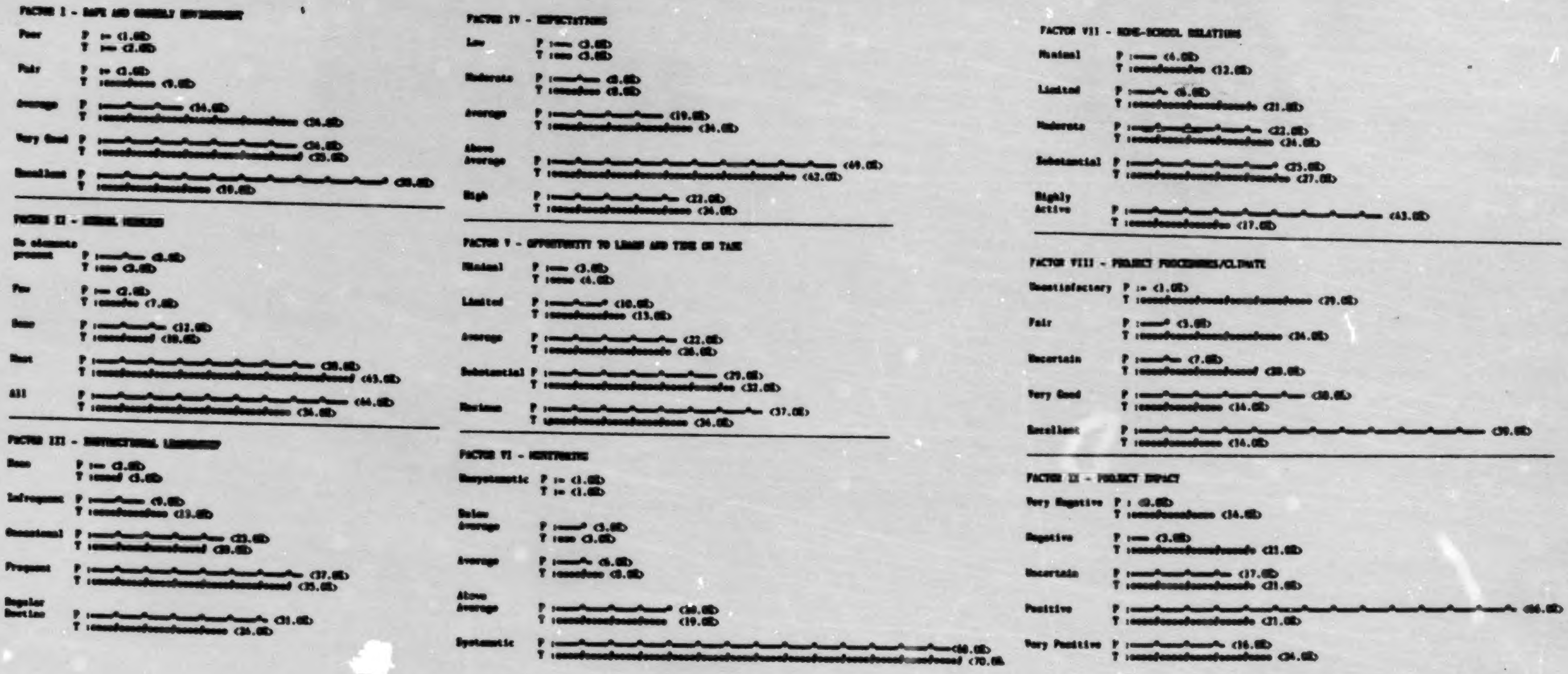
7. The groups' ratings of the degree of "high expectations" in their schools were the most comparable of all the factors included in the interview schedules.

8. The "Opportunity to Learn and Time on Task" factor showed a total of 66 percent of the principals and 56 percent of the teachers selecting "substantial" and "maximum" ratings.

These results showed a pattern in which principals reported greater degrees of presence of effective school characteristics in their schools than classroom teachers did. Given the focus of the district during this first year of the project on testing for reading competency as well as the project's emphasis on frequent assessment of student progress, the groups' high ratings of the "student monitoring" factor could be anticipated. The high ratings given by both

FIGURE 4

SUMMARY OF RESPONSES
PRINCIPAL AND TEACHER INTERVIEWS



BEST COPY

groups to school mission, hopefully, reflected continuing emphasis and effort in the schools for defining school missions. The disparity in ratings by the principals and classroom teachers of the factors related to project procedures and climate and a safe and orderly environment appeared to reflect the roles and responsibilities of both groups in the school.

The second step in analysis of the interview data examined each question related to the respective factors included by the interview schedules. The 62 questions of the Teacher's Interview and the 68 questions of the Principal's Interview addressed most major aspects of daily operations in the project schools. Where the interview schedules contained identical questions, observations of both staff groups were compared. To this end, percentages of response were examined for the "forced-choice" questions while major content topics were tabulated for the "open-ended" questions. These later data, particularly for questions related to project procedures and climate as well as project impact, provided insight into the ways staff interacted in undertaking the project in their schools. The following discussion, organized by factor, has been guided by the responses which appear in Appendix A.

Safe and Orderly Environment

Interview data indicate that principals perceive project schools as being generally safe and orderly. Although teachers are less positive than principals about these conditions in their schools, they do not identify discipline as a major problem. They judge student behavior in their schools as being generally acceptable with disruptions being caused by a few students on an infrequent basis. A major factor contributing to this situation appears to be a belief, mutually held by both groups, that responsibility for discipline is a cooperative one rather than a solo obligation, either on the part of the teacher or principal. A significant action in project schools during this first project year appears to have been the adoption of classroom rules by a large majority of teachers. In almost all project schools, according to principals' reports, all teachers applied this strategy as a result of staff development activities which demonstrated "assertive discipline" procedures and philosophy. This situation reveals a proactive stance by project schools staff in maintaining classroom order so that instruction is infrequently disrupted. Hopefully, this action has provided more time-on-task by reducing classroom disorder and "down time."

A substantial majority of both teacher and principal interviewees see students as being generally positive about learning which may be related to the structure for learning which the staffs have attempted to create in their buildings. A majority of respondents reported no major problems with building cleanliness; however, they were concerned about the general condition of the physical plant. Maintenance and renovation problems are extremely frustrating to the staff because they see themselves as having little control over these areas.

Clear School Mission

Development and dissemination of a statement of purpose to guide instruction emerges as a major development in project schools during the first year of the project. A significant majority of both teachers and principals saw their schools' statement of purpose guiding some instructional decisions, if not being the driving force behind instruction in their school. Respondents confirm that there was a clear school mission in all schools, particularly related to student achievement in basic skills. District-wide mandates for the use of reading objectives at grades 1 through 9 reinforced a school-wide focus on reading achievement in all project schools. According to principals, most or all teachers completed instruction in the reading objectives and had the necessary materials to do the job. Communication of "clear goals" was also cited by almost 30 percent of the teachers as being a major factor contributing to positive attitudes of the staff in project schools toward the project.

Instructional Leadership

Teachers' responses to an extensive set of questions related to instructional leadership in their schools show principals' exhibiting strong, clear instructional leadership. On many occasions, they delegate and coordinate tasks in this area. Principals are considered to be a source of instructional help for teachers, with almost 75 per cent reporting they made at least occasional requests to their principals for this assistance. All principals confirmed this trend of requests from teachers. The emerging "active" role for principals as instructional leaders is further seen in the principals' reports that they value discussions of instructional improvement with their teachers and place a high priority on frequent dialogue. Focus on instructional issues dominates faculty meetings in project schools with a high concurrence between teacher and principal respondents that planned agendas and in-depth discussions were the typical order of business. Test results also play an important role in the focus on instructional improvement in the project schools. Teachers describe principals as seeing the results as meaningful and regularly reviewing them with the faculty.

Principals' practices in the matter of class observations, as noted by the majority of teachers and principals interviewed, show an average of "one or two" per year with a typical pattern usually involving mutual arrangement for the observations and post-observation conferences. Teachers describe the feedback given in the post-observation conferences as usually focusing on instruction with strengths and weaknesses being addressed.

Principals' requirements for lesson plans are somewhat less clear in the teachers' judgment than in other areas related to instructional leadership. While more than half of the teachers report that principals require planning for teaching, a majority describe varying practices related to review and discussion of the plans on a regular basis.

A further dimension of principals' leadership styles in the project schools can be gleaned from teachers' perceptions of the visibility of the principal in their schools. A majority of the teachers comment that principals are highly visible in all school areas.

High Expectations

Expectations for student achievement are generally high in project schools according to interview data. A significant majority of principals and teachers state that they expect from 76 to 100 percent of their students in the project schools to achieve mastery of basic skills. A substantial majority of the interviewees observe that at least three out of four of their students can be expected to complete high school given the opportunity. Almost all principals confirm this level of teachers' expectations of pupil achievement and stress that socioeconomic status is not a factor in retention of students. Teachers and principals alike do not find low achieving students' presenting more discipline problems than other students.

While interview data show some teachers viewing themselves as responsible for skills mastery according to individual pupils' expectancy levels, a significant number see this responsibility being for most pupils' mastery of the grade level skills. Almost half of the principals disagree with the teachers' perception, believing that the teachers' expectancy level is for skills mastery for all students at grade level. Expectancy issues emerge in teacher comments about project effects which note that teachers appear to be raising their expectancy levels related to student achievement. Grouping for instruction is indicative of teachers' more positive expectations. More than 80 per cent of the teachers describe their increased use of large-group instruction followed by small homogeneous instruction, and in a substantial number of cases, follow-up ad hoc skill groups. Teachers in project schools, by and large, have decreased their sole reliance on instructional arrangements for high, middle and low groups.

Opportunity to Learn and Time on Task

Just as teachers' grouping practices for instruction convey their expectations for student learning, other day-to-day events in the school day impact upon opportunities for student learning. Interruptions in classroom instruction due to assemblies, shortened class periods and put-out programs, for example, reduce the time on task for students and teachers. These possibilities are usually not under teachers' control.

Project schools, apparently, have reduced somewhat the loss of instruction time because of unplanned interruptions in classroom time. Few teachers report such unplanned interruptions in their schools. Most describe such interruptions as being occasional, but with advance notice, and tending to avoid times when basic skills are being taught. Principals appraise pull-out programs as generally supplementing and enhancing basic skills instruction in their schools. A majority, however, rate them as being "somewhat effective" in improving students' basic skills. Teachers view the pull-out programs as resulting in some level of interference with classroom instruction--at least for some students. Principals attribute the way a pull-out program is viewed by the school staff as being substantially affected by the caliber of the staff in charge of the pull-out services.

Augmenting the interview data on the Principal Interview schedule, two "open-ended" questions (No. 27 and No. 8) provided information about the impact of pull-out programs and of the Cleveland district's mandate that instruction focusing on the newly implemented reading objectives be completed by April 1, 1984 in grades 1-9. As indicated above, a majority of the principals' ratings of the effectiveness of pull-out programs in project schools, characterized such programs as being "somewhat effective." Principals' perceptions of these programs also reflected certain negative aspects. About 32 percent of the interviewees cited scheduling arrangements that interfere with regular classroom instruction, rigid service regulations based on test scores, and a lack of coordination with classroom instruction as negative elements in their appraisals of the compensatory pull-out programs. Another 54 percent, however, gave a positive vote to the compensatory programs strategies which pin-pointed students' weaknesses, individualized services, provided prescriptive teaching and communicated with the school faculty about student progress.

Principals' comments also show that the district's mandate related to completion of reading instruction guided by the newly implemented objectives reinforced project efforts in all the schools. Over 90 percent of the respondents attributed their completion of this instructional requirement to positive factors such as staff collaboration and sharing brought about by their grade level meetings, monitoring activities by teachers and principals, and the clarity of direction resulting from common objectives. Respondents identified additional "positives" as faculty commitment and motivation to accomplish the task for their students, teachers' application of time-on-task principles, administrative pressure, and the staff's ability to organize instructional timelines as other contributory factors for completion of instruction in the reading objectives.

A summary of responses for these questions appears in Table 1 and 2.

Interview data indicate teachers hold a range of perceptions about how allocated time for instruction is determined in the project schools. More teachers described the process as being one in which principals and teachers agreed on allocated time for each skill rather than one in which allocations rested solely on principal determination. Elementary school principals were optimistic about the progress in their schools toward "whole-group" instruction. A significant majority saw most to all teachers in their buildings moving in this direction. Project schools also strove toward expanding opportunities for learning by reducing the percentage of time in which students were assigned seatwork. According to a substantial majority of teacher and principal interviewees, the percentage of time that pupils did seatwork in project schools ranged up to 75 percent. Most principals judged this level as being a major instructional problem. Given the majority of response from the teacher interviews which described their instructional procedures as involving presentation, practice and occasional feedback, seatwork will continue to be a major activity for students.

Frequent Monitoring of Student Progress

Teachers' responses to the interview questions about monitoring of student progress show greater consensus than in other areas of the interview. The major focus in Project Perform schools was reading--although some schools specifically addressed mathematics as well. A substantial majority of teachers interviewed noted that they assessed basic skills on a weekly basis or immediately following instructional units. Teachers said they used a variety of assessment strategies including chapter or unit tests, mastery checklists, teacher-made tests, observations of classroom performance, and in the case of reading, the interim reading competency tests distributed by the English Language Arts Division. By and large, teachers used the information about student mastery of skills for individual diagnosis and prescription but also for lesson planning for groups, for modification of instruction and provision of general feedback to students and parents.

Principals also confirmed that teachers used multiple assessment methods in a systematic fashion. They noted that all teachers methodically maintained the district-mandated individual student records of reading objectives. In most project schools, teachers designed their own take-home skills checklists to inform students and parents on a regular basis and posted progress charts in their classrooms. In some schools, principals maintained classroom progress charts showing presentation and mastery of the respective reading skills throughout the school year.

Principals' comments to question No. 30 which sought information about the data sources which principals used to gauge student progress in mastering the reading objectives show that principals devised several strategies for this task. About 68 percent reported using data-base sources such as teacher-made tests and combining information from class analysis charts, report cards and reading cards at the close of grading periods to determine student progress levels. Principals also obtained information as a result of parent conferences and meetings as well as the checklists and letters forwarded to parents by classroom teachers. These parent sources together with grade level meetings and discussions with teachers augmented information of another 29 percent of the interviewees. A summary for this question appears in Table 3.

It is clear that principals drew upon many sources of information to gauge student reading progress. In addition to classroom reading charts and individual student reading cards, principals observed students in classrooms and held regular discussions with teachers and parents. Interim competency tests distributed on a district basis contributed additional information. Apparently, sound instructional leadership requires an on-going source of information about pupil performance.

Home-School Relations

Responses describing home-school relations from teacher interviews reflect the most negative appraisal of any area included in the interviews. Despite a variety of methods used by teachers for parent-teacher communication, the extent of parent involvement is not as widespread as the teachers would like. Principals are more positive than teachers in their perception of parental involvement. They used a variety of methods to inform parents about the project, scheduling conferences and meetings and sending newsletters throughout the school year. Teachers consider parent organizations as relatively active and see many parents involved in sponsoring school programs, but they rate the frequency of parent-initiated conferences as generally infrequent and the focus as crisis-oriented.

The project schools report a range in the percentages of parents attending parent-teacher conferences. A majority of principals emphasize that given the limited time frame in which to schedule parent conferences, more than half of the parents that can be scheduled in that time do attend. Most teachers view their rate of attendance as falling below 25 percent.

An "open-ended" question (No. 58) also sought principals' observations about aspects of the projects which they discussed with parents. Seventy-two percent of the principals report discussing all aspects of the project--their goals, objectives, mission, procedures, homework requirements, expectations and the like--with the parents. Responses to this question are itemized in Table 4.

There is more agreement between teachers and principals about the methods for parent-teacher communication than in perceptions of levels of parent response. They identify both formal and informal conferences and their use of phone calls and home visits. Content of typical parent-teacher conferences is characterized as "open" with two-way communication about specific achievement issues and plans for home-school support in improvement of skills.

Responding to Board policy governing homework, project schools regularly and systematically assigned homework. Teachers saw parents as being aware and generally supportive of homework. Many parents accepted a monitoring role. Teachers reported that a higher percentage of students completing homework than principals reported. Seventy percent of the teachers observed from 50 to 100 percent of their students completing homework assignments, while 70 percent of the principals' reported less than half of the students' completing the assignments.

Teachers and principals also differed in their perception of how parents would rate the school. Teachers assigned ratings across the gamut of "A" to "F," while all of the principals awarded either and "A" or "B".

Project Procedures/Climate

All schools in implementing their projects provided opportunities for staff planning and staff prioritizing of school needs.

Typically, the project schools attempted to augment planning time available by allocating regular faculty meeting time and scheduling grade level and departmental planning meetings of teachers. Inservice sessions related to particular objectives selected by the schools were also consistent elements in the schools' projects. The interviews inquired about these elements and other aspects of the projects' climate.

A trend toward cooperative planning is supported by a majority of the teachers interviewed who reported that they planned together with their colleagues more during the project year than in the past. However, about one out of four interviewees responded that there was "not much" or "no" such planning in their schools. Given the limited funds available to underwrite extensive extra planning hours for teachers and the voluntary basis for these planning sessions, this range of responses could be anticipated. Optimizing the time available for planning and operationalizing the project remain a challenge for the project schools. Both a majority of teachers and principals view that the project has required more time than was anticipated. The interview data, however, do confirm the willingness of at least two out of three teachers to commit time to the project in the future.

Another major element in project schools' procedures, staff prioritizing of the needs of their schools, is viewed somewhat differently by teachers and principals. An overwhelming number of principals characterized the teachers' role in determining priorities as "great" or "very great." Half the teachers described their roles that way, while half either expressed "uncertainty," a "very limited role" or "no role at all" in this regard.

Each school's project incorporated inservice programs which about three out of four teachers rated as "satisfactory." Again, principals' perceptions of the inservice were more positive. About three out of five principals described the sessions as "excellent."

Teacher opinion of the project's meeting their expectations is varied. A majority of teacher interviewees reply that the project is "definitely" or "possibly" meeting their expectations, while one of five teacher respondents replied "definitely no."

Principals' opinion, originally, reflected more doubt about how effective the project would be in their schools. Principals, by a wide majority, reported their opinions were now "somewhat" or "much more positive." No one factor prompted project participation according to the principals. Most were interested in the research on effective schools, improving their schools to benefit children or providing a new direction for their schools. As the principals considered the first year of the project, a significant majority reported that the staff's attitude was "positive" or "very positive."

In the area of Project Procedures and Climate, the Teacher Interview included five "open-ended" questions which focused on the emergence of program components--both structural and process--in the participating schools. If a school can "grow" these conditions, the resulting climate may support more positively what goes on in the classroom. Given that classrooms are "nested" within the school structure, the schools must be sensitive to the influence of climate factors upon classroom instruction and learning. While a school may not be able to choose its physical plant, "effective school" proponents believe that the school can determine its climate or "personality."

To learn about how persons were interacting in the project schools as they worked to improve their programs, content analysis of respondents' comments to the five "open-ended" questions about project procedures and climate was done. Culling through these perceptions, various prevailing conditions emerged to reveal how the schools' staffs mobilized and interacted to attack local problems. Question No. 44 asked for comments about why the staff held positive or negative opinions about the project in their schools. In response to the previous question (43), more than 54 percent of the respondents had characterized this attitude as "positive" or "very positive."

To describe staff attitude toward the project in their schools, seventy-nine teacher respondents provided 106 comments for question No. 44 about the reasons for such attitudes. Content analysis identified three of Smith and Purkey's variables--clear goals and expectations, collaboration, collegiality and sharing; and sense of community/ownership and commitment--in 60 percent of the comments. The remaining 40 percent were statements of specific project outcomes which the respondents cited as contributing to the staff's attitude. The respondents noted that the project resulted in:

- improved student achievement and motivation;
- meaningful staff development;
- effective leadership of principal and planning team
- better recognition of students' successes and accomplishments; and
- heightened concern for others.

Only four percent of the respondents noted that they were uncertain about why their colleagues held "positive" or "negative" attitudes toward the project.

For question No. 46 which requested interviewees to identify project accomplishments, 73 teacher respondents in 179 comments specified 14 areas of accomplishment. Percentages ranged from a high of 23% of the comments which noted "improved student achievement" to a low of one percent for such factors as "time-on-task," "principal leadership," "staff development," and "improved student monitoring." Included within the 14 areas were the four process variables which Smith and Purkey have defined.

On the other side of the coin, question No. 47 offered interviewees the opportunity to specify reasons for little or no accomplishments by the project. Eleven respondents offered 14 reasons, describing "people" issues such as a "lack of leadership" and "process" issues related to "poor communication," plans that were "too general," and "poor coordination."

Because a planning team was utilized by all project schools, question No. 48 solicited teachers' perceptions about the functions of these teams. Seventy-six respondents provided 129 comments--which, when classified into "task" and "process" categories, revealed 59 percent of the observations describing the team's functions in organizing meetings and staff development workshops, and the teams' roles in assessing needs, identifying priorities and formulating plans for their schools. Three other areas--the first related to coordination, implementation and support of project activities and communication; the second, to feedback and clearinghouse functions, and the third, to proposal writing were identified in 37 percent of the observations.

The fifth "open-ended" question (No. 52) included on the

Teacher Interview asked respondents to identify what changes should be made in the inservice programs of the project schools. Twenty-seven percent opted for no changes, while 72 percent specified changes such as more time allotted for planning. Other emerging "themes" in the comments identified the need for "better scheduling" and more "released time" as well as the need for inservice programs to consist of "less theory" and to include more "make-and-take," "practical activities" and "demonstrations."

Three "open-ended" questions (No. 60, No. 63 and No. 68) included on the Principal Interview pertained to Project Procedures and Climate. In question No. 60, principals were requested to describe the functions of their planning teams. In the 58 comments offered, "task" and "process" functions simular to those identified by the teachers emerged. The most frequent roles cited were to "set priorities and needs" and "to write the proposal." Other responses described the teams' "scheduling and planning staff development and faculty meetings," "planning, organizing and implementing activities" and "evaluating, monitoring, and collecting project data." Principal and teacher perceptions of the role of the school planning teams appear consistent.

In responding to question No. 63 about what changes would be desirable for inservice, principal responses were very diverse but clustered in three topical areas--"approach," "content," and "schedule." The need for "more indepth focus in longer time allotments" and "greater attention to instruction and curriculum" were frequently noted. "Inter-school meetings," "pre-school inservice" and the "inclusion of a broader range of staff" were recommended changes in approach.

The function of central office staff, assigned as liaison persons to the project, was the focus of question No. 68. Fifty-five percent of the comments cited the value of the support, communication and advice which these staff provided while an additional 45 percent of the comments noted the helpful professional information, materials and expertise received from these staff. Principals also valued this support because it focused direction toward project targets, supported proposal writing, provided workshops, reduced "pressure" and represented "commitment" from the school district.

Responses received to the "open-ended" questions in both the Teacher and Principal Interviews have been categorized in Tables 5 through 12.

In summary, data from the "open-ended" questions do confirm the emergence of the Smith and Purkey "process-form variables." This finding has implication for the schools' continuing and refining their efforts to develop collegiality, collaboration, sense of community, and order in their operations. In addition, the respondents confirm that projects are achieving their prime objectives in improving student achievement and motivation.

Project Impact

Interview responses from teachers and principals portray generally positive opinions about the accomplishments of their schools' projects during the first year of implementation. With guarded optimism, principals report that they believe the project has produced improvement in reading and arithmetic skills and completion levels of homework. The principals definitely recommend that other schools in the district join the project with 90 percent voicing a "definitely yes" response to that question.

As would be anticipated, teachers' responses to the questions related to project impact express a range of opinion about projects' accomplishments as well as appraisals of staffs' attitudes toward the project as "very positive" or "positive," while three out of five state that the project is accomplishing its objectives.

A number of "open-ended" questions on the interview schedules related to the area of project impact. Teachers' were queried about their perceptions of the reasons that the projects were meeting their expectations in question No. 58. Seventy-seven percent cited the achievement improvements in their schools as evidence of project success. An additional 13 percent offered general statements about project experiences and expectations. About 7 percent of the teachers' responses were less positive, noting communication problems, the red tape, the use of simplistic solutions, no evident changes, and being resentful about developments in their schools. Ninety-one percent of the principals' comments to question No. 57, described school actions which were responsible for project accomplishments. The emergence of clear goals to focus commitment and expectations in their schools combined with collaboration exhibited by the staff through planning meetings, parent involvement and commitment, and the monitoring-remediation process used by the teachers supported improvement according to the principals.

Principals and teachers were also requested to describe the strengths and assets of their schools in question No. 47 and 59, respectively, on the Principal Interview and Teacher Interview. Sixty-nine percent of the principals' comments named the staff--its positive attitudes, commitment, expectations and caring interest in students, as the major strength and asset in their schools. Teachers, likewise, stated in 46 percent of their responses, that the people at their schools'--faculty, students and parents--represented the major strength and asset. A multi-dimensional quality which encompassed such factors as "cohesiveness," "cooperation," "friendliness" and "positive staff attitude" were school factors which the teachers noted. Teachers also stated that "administrative leadership" and "clear goals and expectations" were major assets in their schools. The principals' comments echoed those of the teachers related to "clear goals" as school assets, but principals also considered "parent support" and the "order and discipline" in their schools as noteworthy strengths.

The teachers and principals also responded to question No. 60 and question No. 48, respectively, which asked for identification of the "most pressing issues" in their schools. Principals' three major concerns centered in needs for greater parent involvement, the improvement of discipline, the use of new instructional strategies, and improved "time on task." Teachers' priorities lay in the need to raise student achievement and attendance, improve student motivation and reduce student apathy. Teachers were also concerned about apathy of parents, plant maintenance, lack of supplies, and administrative leadership. Other concerns of principals related to plant maintenance, large enrollments and the lack of time to plan.

In question No. 49, principals identified solutions and improvements which should be made in their schools. Getting more time for staff to plan and collaborate was cited as needed improvements.

Additional staff appeared in 31 percent of the principals' responses related to personnel factors. Principals would also make improvements in classroom management and discipline and in the involvement of parents to support the school program as evidenced by an additional 20 and 7 percent of the comments, respectively.

Teachers listed reasons they would expect to commit their time to the project during the coming year in question No. 56 of the Teacher Interview. "Benefit to children and better achievement" emerged as the most frequently cited reason in 39 percent of the comments. Other positive reasons which teachers mentioned included staff and school climate benefits. Negative responses accounted for only 14 percent of the teachers' comments.

Finally, opinion of the impact of the project can be gleaned from principals' responses to question No. 67 on the Principal Interview. Principals' reasons for recommending the project to other schools cited advantages such as opportunities to use "new ideas," "improved staff collaboration and interaction," "concentration on goals which gave a focus and sense of direction," and the "opportunity to have a good experience and produce results."

Tables 13 through 21 summarize the response categories for the "open-ended" questions related to dimensions of project impact as perceived by teachers and principals in the project schools.

Conclusions

Data from Teachers' Interviews were combined with information obtained from interviews of principals to describe organizational and behavioral processes in project schools. These data were obtained via an interview schedule which was designed to focus on seven characteristics identified in the effective schools' literature in addition to two additional factors related to project procedures/climate and project impact. Additionally, these interview data enabled examination of the processes which the staff perceived as operating in their schools' climates to support a school improvement effort. These staff perceptions provided insight into the degree of implementation of the effective schools' factors in the project schools. Compilation of the interview data for teachers and principals appears in Appendix A.

Key findings related to each factor follow:

1. With respect to safe and orderly environment;
   - The staff perceived their schools as being generally safe and orderly, student behavior as acceptable, and responsibility for discipline in their schools as a cooperative one --shared by principals and teachers.
   - A significant action in most schools was teachers' adoption of classroom rules modeled on "assertive discipline" procedures which staff saw contributing to the positive climate in their schools.
2. With respect to school mission:
   - Preparation and dissemination of school missions emerged as a major development in project schools. These missions, reinforced by the district's mandate for use of reading objectives in grades 1-9, were viewed as potential driving forces behind instruction in many project schools.
3. With respect to instructional leadership:
   - Staff responses gave a picture of principals' exhibiting stronger instructional leadership than ever before, becoming more highly visible in all

areas of their buildings this year than in previous years, and placing high priority on frequent dialogue with their staffs about instruction.

- Teachers were unclear about principals' requirements for lesson plans and the procedures for principals' review of such plans; however, a significant majority of teachers report asking their principals for instructional help at least occasionally.

4. With respect to high expectations:

   - Staff reported that they held high expectations for achievement in their schools, did not consider low achieving students as presenting more discipline problems than other students, and disagreed about their responsibility for all students' mastering grade level skills.

5. With respect to opportunity to learn and time-on-task:

   - Project schools, according to the respondents, limited unplanned interruptions of instructional time during this year and organized procedures for advance notice of any interruptions.
   - Project schools moved toward reduction of seat work time and increased "whole group" instruction in their efforts to expand opportunities to learn for students.
   - "Pull-out" programs and their potential for interference with classroom instruction influenced many principals' use of block scheduling of language arts during which time students could not be removed from class.
   - A majority of teachers interviewed described their "typical" instructional routine as combining large and small group presentations, providing practice and giving occasional feedback to students.
   - More clarity about and precision in standard-setting were named as immediate needs by teachers.

6. With respect to frequent monitoring of student progress:

   - Both teachers and principals characterized their monitoring efforts as using a variety of assessment procedures; being applied frequently, particularly with the completion of instruction of a skill; and providing information to diagnose, plan lessons and give feedback.
   - Project schools studied and used standardized test results to support their monitoring of student

progress; however, teacher-made tests proved to be their major assessment tools.

7. With respect to home-school relations:

   - A majority of respondents described parent involvement as less widespread at their schools than they would like. Parent-initiated contacts with their schools and the teachers were seen as "crisis-oriented and infrequent."
   - Parents were considered to be aware of schools' homework requirements and supportive of them according to the interview data.
   - Respondents reported that they had increased their use of phone calls and home visits during this first project year.

8. With respect to project procedures/climate:

   - Interview data related to effects of the project showed a significant increase in collaborative planning by teachers over what they had experienced in past years in their buildings.
   - Emergence of planning teams in the project schools was named as another major development. These teams were viewed by respondents as providing leadership for project activities and organizing the staff development programs in their buildings.
   - There were divergent views between teachers and principals in their ratings of the inservice programs offered in their buildings. A majority of teachers rated them as "satisfactory" while a significant majority of principals rated the sessions as "excellent." Teachers' complained that the sessions were typically theoretical and lacked practical activities such as "make and take" opportunities and demonstrations of instructional procedures.
   - Teachers cited needs for more time for planning--particularly released time during the school day --and for more teacher input into the selection and staging of staff development programs offered as a result of the project.

9. With respect to project impact:

   - Interviews voiced positive opinions about the projects' accomplishments. About half of the teachers described their colleagues' attitudes as "very positive" or "postive" toward the project.

- A significant majority of the teacher respondents stated that the project accomplished its objectives, particularly the improvement of student achievement.
- In addition to student achievement, enhanced motivation, meaningful staff development opportunities, effective leadership by the principals and planning teams, better recognition of students' successes and accomplishments; and heightened concern for others were identified as project accomplishments.
- Major strengths of the project schools were described as the faculty and students; cooperation of persons involved; commitment of persons involved and strong building leadership.
- Pressing issues which require future actions were listed as ways to motivate students, improvement of the physical plants, ways to increase parent involvement and ways to have control over discipline.
- Content analysis of open-ended questions in the interview affirmed the emergence of processes which researchers have identified as fostering a supportive atmosphere in schools and characterizing how the staff interacted to implement their programs. Respondents pictured these features as establishment of clear goals and expectations; development of collaborative, collegial and sharing relationships among staff; and the building of a sense of community/commitment in their schools.

Interview data, by and large, supported conclusions presented in the project schools' annual evaluation reports about the accomplishments of the project. Respondents recounted the positive effects of the project. Although teachers tended to be less optimistic than principals in their view of the project, a majority perceived their schools as reflecting a high degree of implementation of effective schools' factors.

The most revealing aspect of the interview data was the staffs' perceptions about ways in which their schools mobilized to improve their programs. The strategies which the schools utilized resembled those delineated in the Purkey and Smith (1983(a) research.

It is apparent that opportunities for pre-school planning, grade level planning and departmental planning contributed to increased staff collaboration, sharing and consensus-making. Levels of communication appeared to improve between staff about school goals and expectations for students. Increased staff interaction resulted in upgrading expectations for students. Increased staff interaction contributed to more staff members' experiencing a sense of community in most of the project schools. Apparently, there are "content" and a "process" dimensions to school improvement efforts. Both dimensions require deliberate focus in any improvement plan. What is also significant to school districts seeking to improve their schools is the probability that the "content" for change and the "processes" comprising a supportive environment for change can be directly controlled and cultivated by the schools themselves. Project Perform experiences during this initial year of implementation confirms such potential. There are clear steps schools may take to improve.

Figure 5 summarizes the process factors identified in the content analysis of the interview data.

FIGURE 5

EFFECTIVE SCHOOLS CHARACTERISTICS

- THE PROCESS FACTORS -

CLEAR GOALS AND HIGH EXPECTATIONS COMMONLY HELD	COLLABORATIVE PLANNING AND COLLEGIAL RELATIONSHIPS	SENSE OF COMMUNITY	ORDER AND DISCIPLINE
. Adopting School Goals . Setting of Standards . Upgrading Homework Requirements . Building Consensus Among Staff, Students, Parents . Defining Grading Requirements . Rewarding notable accomplishments	. Organizing and Installing Grade/Level Planning Departmental Meetings . Sharing Materials and Resources . Supporting Teacher Collaboration . Establishing and Maintaining Communication . Identifying and Using Expertise of In-house Staff	. Supporting "Esprit De Corps" . Building Mutual Respect . Developing School Pride . Involving parents	. Using Assertive Discipline Strategies . Defining and Communicating Classroom/Building Rules

SCHOOLS' ATTAINMENT OF PROGRAM OBJECTIVES

The third major interest of this evaluation related to the review of the schools' annual evaluation reports to provide a district perspective about the degree of attainment of the schools' process and product objectives. Drawing upon the information provided in the evaluation reports, the review involved examination of all categories of objectives but with specific emphasis on the achievement category. An additional facet of the achievement information which the schools did not address--particularly the change in CTBS Reading Comprehension Test performance at each grade level from 1983 to 1984, as well as the schools' performance on the Cleveland Reading Competency Tests provided grist for the review.

As has been indicated above, the project schools developed their proposals according to the Foundation's guidelines which required specification of objectives for each of the five areas related to the characteristics of effective schools. These areas included student achievement, climate, curriculum and instruction, student evaluation, and parental involvement. The schools designed both "process" and "product" objectives for their programs. They distinguished between "process" and "product" objectives. The "process" objective specified the "operational elements" such as procedures, document or schedules which facilitated program activities. The "product" objective identified as the "change" which occurred in students, staff, parents or schools as a result of their program activities.

The project plan stipulated that proposal development was the schools' responsibility to be carried out by their Planning Teams, Staff-Led Teams, or a combination of these two groups. Program evaluation also was their province. In some schools, sub-committees held this responsibility; in others, individual team members collected the data for the teams. Central staff liaison persons supported these evaluation efforts through workshops, consultation and distribution of district-generated reports. In August 1983, a session at the one-day orientation workshop presented evaluation procedures which schools might use. Consultants from Kent State University joined district staff in presenting this session on evaluation. The project schools submitted annual evaluation reports in a Foundation-specified format by the deadline, July 15, 1984.

FINDINGS

Review of the schools' annual evaluation reports was done with an eye to the levels of attainment of the total group of schools as well as differences in attainment levels between schools. The attainment levels which the schools reported in their annual evaluations were assembled in Table 23. The review revealed the following:

1. The 20 project schools proposed a total of 462 objectives across the five categories required by the Foundation and reported an overall attainment rate of approximately 76 percent.
2. The attainment rate per category of objectives ranged from a high of approximately 90 percent for objectives in two categories--curriculum and instruction and student evaluation--to a low of 44 percent in the category of student achievement.
3. The remaining categories, parent involvement and climate, reflected attainment levels of 82 percent and 73 percent, respectively.
4. Attainment levels for the schools ranged from a low of 50 percent of the total objectives to a high of 93 percent.

It is evident that attainment levels for achievement objectives were far less than the level for objectives in the curriculum and student evaluation categories. Examination of the types of objectives in these three categories showed some striking differences. All of the objectives which the schools proposed for the achievement area could be classified as "product" objectives. They represented explicit statements of proposed performance with specified levels of attainment. The objectives proposed for the two other areas, curriculum and student evaluation, were "process" outcomes in almost every case. Undoubtedly, these latter arrays of objectives were important accomplishments for the projects, pertaining, as they did, to procedures, schedules, meeting agendas and the like which the schools utilized to support improvements in student achievement. For the most part, these process objectives were more readily attainable--being documented with evidence of meeting agendas, brochures, publications or attendance lists. The student achievement objectives, by contrast, required student performance of various levels on tests and in classwork, being documented with test results, grading data, or non-promote information. In addition to the greater complexities involved in improvement of achievement, the levels of performance which project schools established for their achievement objectives were extremely optimistic. In other instances, circumstances which the schools could not have anticipated or controlled no doubt contributed to lower attainment levels of the achievement objectives.

It should be recognized that services other than those developed as a result of the project operated in the project schools during the first year of the project. These were the services of the compensatory programs. Only two of the 15 project elementary schools did not receive the Chapter I projects. The remaining 13 schools received services from one to eight of the Chapter I projects. All project elementary schools received services from the Disadvantaged Pupil Program Fund Projects, as did the five junior high schools. A list of the projects and the schools receiving services appears in Appendix C. To what extent these services affected the attainment level of the project objectives, specifically the student achievement objectives, cannot be ascertained with respect to total impact.

To probe for further explanation of the lower attainment rates for achievement objectives, the review examined the objectives and evaluation data utilized by the schools. The majority of schools had proposed objectives related to improvement of the CTBS Reading Comprehension Test and mastery of specified percentages of students of 75 percent of the objectives covered by the Cleveland Reading Competency Test. With respect to the CTBS, the typical achievement objectives called for reduction of the percentages of students with scores in the "below average" stanines and an increase of these percentages in the "above average" stanines. Schools usually choose performance levels for each grade which represented increases or reductions based upon the previous year's performance levels of students in the respective grades. As a rule, these objectives combined all grades and applied the same rate of change for all grades. Although this process reflected the schools' hopes to adher to rigorous criteria for all grades and to raise performance levels above the national norms, the process assumed that students' entry-level achievement for all grades was comparable. Actually, the standard set in the majority of objectives required different degrees of change for the respective grades depending on the previous year's levels for those grades. As can be seen from the schools' evaluation reports and the test data sheets for all schools in Appendix B, every school and each grade within the schools showed differential rates of improvement. The standard-setting process combined with these differential rates for the various grades resulted in partial rather than full attainment of the schools' objectives.

The schools' evaluation processes did not address the changes in their test results as reflected in the "below average" and "above average" stanine bandings between 1983 and 1984. From the district perspective, these trends and comparison with the district trend represented baseline information about project effects.

When reductions in the percentages of "below average" stanine scores and increases in "above average" stanine scores were compared with the district's change in percentages of these scores from 1983 to 1984, the following pattern emerged:

1. From 1983 to 1984, five of the seven schools with grades 1 and 2 reduced the percentages of students' scores in the "below average" stanine to a greater degree than the district's reduction; four schools with grade 3 exceeded the district's rate as well.

2. Eight of the 12 schools with grade 4, ten with grade 5, and nine with grade 6 reduced the percentages of students in the "below average" stanines in these grades. Six schools at grade 4, nine at grade 5 and five at grade 6 exceeded the district's decrease as a whole.

3. At the other end of the scale, percentages of scores falling into the "above average" stanines were increased by six, four and three of the seven project schools with grades 1, 2 and 3, respectively. All of these increases exceeded the district's gains.

4. For schools with grades 4, 5 and 6, eight of the project schools exhibited increases for grades 4 and 6 and six, for grade 5. All project schools' fourth and sixth grade increases exceeded the district's gains at those grades, while four of the project schools' fifth grades reflected a higher increase than the district.

5. At the junior high level, all five junior highs showed reduced percentages of students placing in the "below average" stanines at grade 7 and 8; three junior highs reduced these percentages at grade 9. In grades 7 and 8, two project junior highs had higher reductions than the district's rate, while one project junior high exceeded the district's decrease at grade 9.

6. In the "above average" stanines, one project junior high improved the percentages of students performing at this level at grade 7 bettering the district's rate. Four schools attained an increase at grade 8, two placing above the district's rate. For grade 9, where the district's rate declined from the previous year, one project school bettered its percentage and exceeded the district's rate, while the other project schools followed the district's trend of decline.

The schools, of course, did not approach their evaluations with an eye to comparison with district trends. From the district perspective, such comparison provided an added dimension to understanding what the projects were or were not accomplishing. The majority of project schools did improve their test standing during the first year of the project, frequently surpassing the district trend for improvement. Improvement, however, differed from grade to grade in all schools. In keeping with the lay person's point of view of evaluation, the pattern of improvement, although fluctuating across grade levels, did emerge. In a subsequent section of this evaluation, another way of looking at these data, statistical analyses, will be utilized.

Figure 6 charts the changes in the "below average" stanine bandings, while Figure 7 shows the "above average" data. Tables 24 and 25 summarize the rates of changes for project elementary and junior high schools respectively.

Another dimension of the district's review of test performance which project schools did not include in their evaluation approaches, comparison to the national norms for the tests, addressed a definition

FIGURE 6
CHANGES IN PERCENTAGES IN "BELOW AVERAGE" STANINE BANDINGS
1982-1983 vs 1983-1984

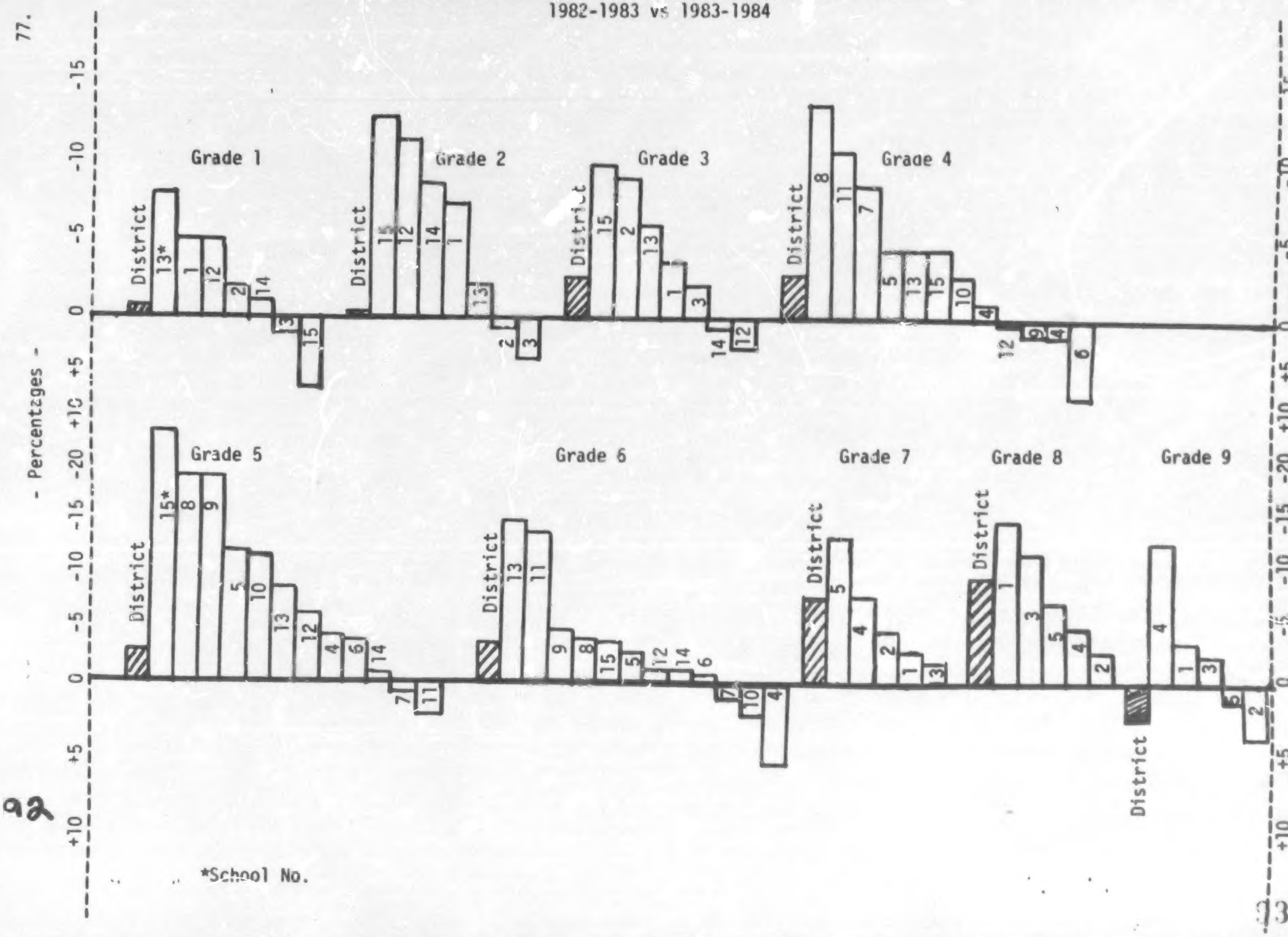
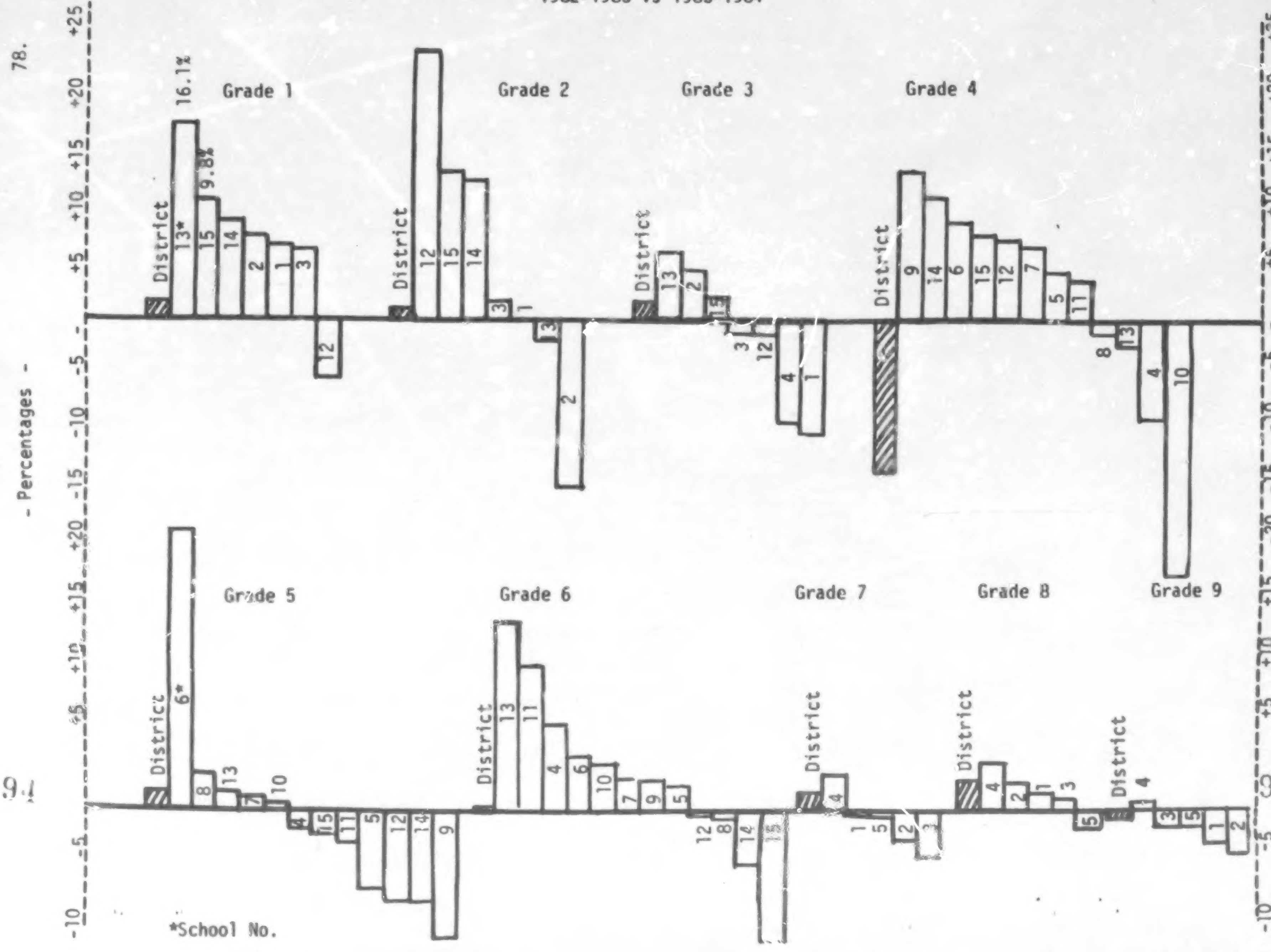


FIGURE 7
CHANGES IN PERCENTAGES IN "ABOVE AVERAGE" STANINE BANDINGS
1982-1983 vs 1983-1984



of school effectiveness presented in the fourth objective of the plan for evaluation of this project. This comparison of the 1983-1984 stannine bandings relation to national norms appears in the next section of the evaluation.

Appendix B contains data sheets reporting achievement test results for all project schools in addition to attendance rates, non-promotion rates, and percentages of secondary school grades.

The majority of project schools declared in their evaluation reports that they did not attain their proposed level of student mastery of the objectives represented in the Cleveland Reading Competency Test. Review of the competency test performance in the project schools from the district perspective again augmented schools' assessments. It should be recognized that the 1984 tests were experimental tests. The district, however, reported "mastery" levels for each school on the basis of these tests and compared results with data from the 1983 experimental tests. Comparing schools' performance may be somewhat premature at this point. As can be seen in Figure 8 which summarizes the changes in percentages of students' mastering 75 percent of the reading objectives, a more positive picture of accomplishment emerged. Comparison of district improvement levels with school levels showed the following trends:

1. At grade 1, five schools exceeded the district rate;
2. At grade 2, three schools achieved a greater improvement rate than the district;
3. At grade 3, three schools improved more than the district;

4. At grade 4, eight schools placed above the district rate and one school equalled the district rate;

5. At grade 5, nine schools bettered the district rate and one school equalled the district rate;

6. At grade 6, five schools exceeded the district rate;

7. At grade 7, one school bettered the district rate;

8. At grade 8, two schools placed above the district rate; and

9. At grade 9, one school improved more than the district.

All project schools followed the pattern of improvement in the competency test results from 1983 to 1984. At all grades, some of the project schools improved to a greater extent than the district as a whole. Table 26 lists schools' mastery percentages.

Additional aspects of the accomplishments, weaknesses and projected areas of focus for 1984-1985 can be gleaned from the narratives included in the schools' annual evaluation reports to the Foundation. The following trends related to these areas emerged:

With respect to project strengths:

1. The staff exhibited a high level of collaboration and sharing of materials and classroom tests.

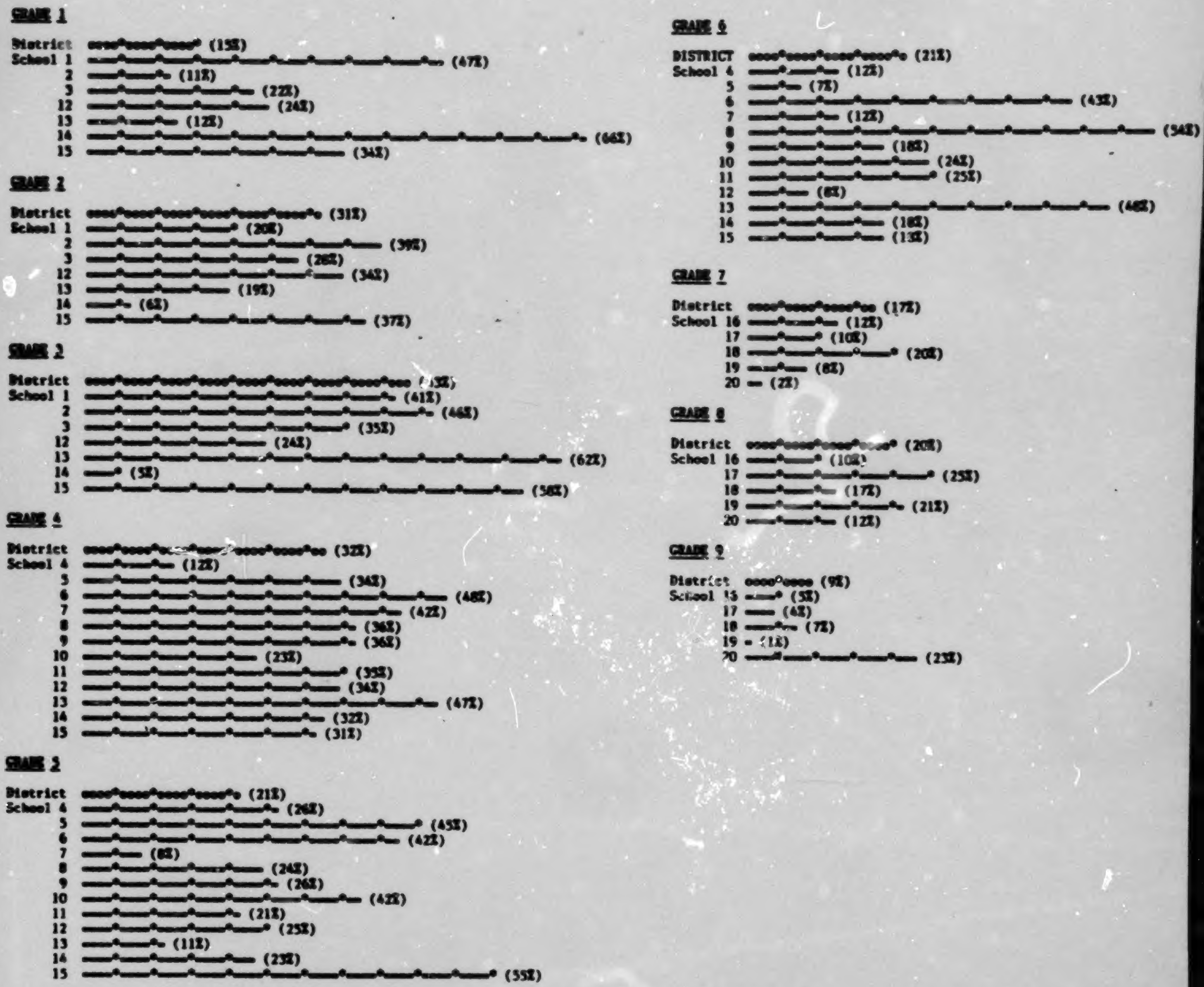
2. There were frequent opportunities to plan together which contributed to an "esprit de corps," increased respect and consensus about goals and expectations for school.

3. School staff gave more attention to externals such as displays of achievement in the building and classrooms, and use of rewards and awards.

4. Buildings sought an orderly environment to support learning, utilized assertive discipline procedures,

FIGURE 8

SUMMARY OF CHANGES IN PERCENTAGES OF STUDENTS' MASTERING
75 PERCENT OF READING OBJECTIVES
CLEVELAND READING COMPETENCY TEST
1983 VS 1984



BEST COPY

and adopted building and classroom rules.

5. Staff "got tough on homework" and worked to increase "time-on-task" in the classroom by reducing interruptions and block scheduling of language arts periods.

6. Schools adopted uniform schedules for testing, studied the principles of teacher-made tests, dialogued about pacing and sequence of reading objectives, discussed standard setting and required expanded classroom keeping to a greater degree than ever before.

7. Buildings attempted to reach more parents by evening meetings and providing meetings in other cluster areas.

With respect to project weaknesses:

1. Schools experienced disappointing response from parents.

2. Schools did not uniformly attain the high standards which they set.

3. Teachers found the project to require too much record keeping.

4. Staff found they could not provide enough attention to the "above average" and "special needs" students as they would have liked.

5. Building maintenance problems proved to be obstacles during testing.

6. Staff found a need for improved management skills.

7. Teacher long-term illness and sieges of student illness (chicken pox) proved disruptive to project efforts.

The increase in the numbers of non-promotes was an unanticipated result identified by a majority of project schools in their annual evaluation reports. This development was considered to be the consequence of setting higher expectations and standards for student achievement. It reinforced also the needs for on-going diagnosis of student learning difficulties and for provision of remediation during the course of the school year. The focus of compensatory services in the project schools should be addressed to insure coordination with project efforts.

Second year proposals by the schools continue the project schools' emphases on high expectations and standards in their instructional missions. The first year's experiences confirmed for most schools that second year plans should include in-service activities which focus more precisely on improvement of the staff's instructional skills not only in reading but in mathematics as well. The project schools have also proposed in-service plans for attention to the strategies to increase time-on-task and to utilize assertive discipline procedures. The schools will use more in-house expertise in their second year in-service programs.

Project schools' second year plans call for efforts in expanding the levels of parental involvement in the schools. The significant role which grade level planning sessions played in sustaining staff collaboration and communication during the first year of the project will be maintained by the project schools.

Results - Connecticut School Effectiveness Survey

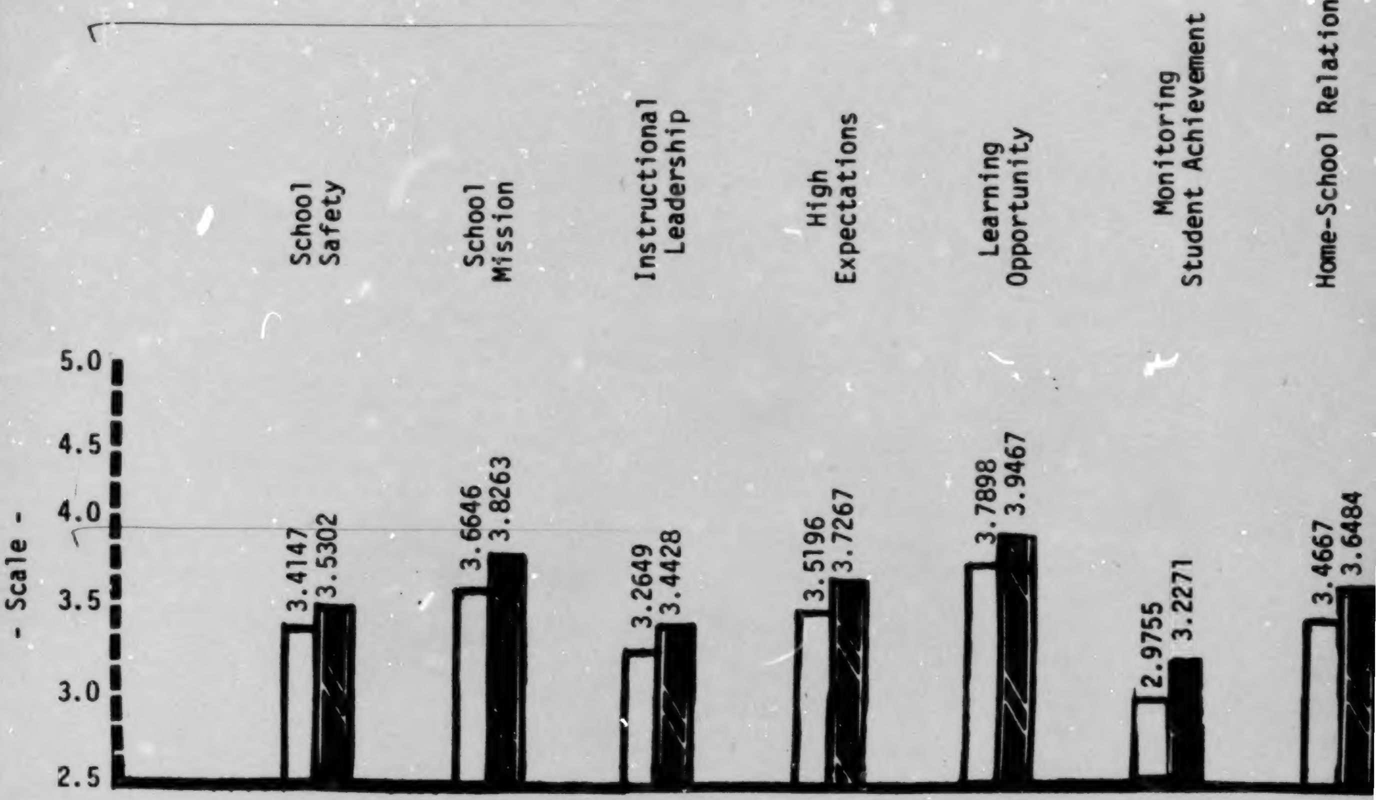
Results from the Connecticut School Effectiveness Survey which schools administered to staff as a part of their faculty meeting agendas provided another base of information about impact of the project from those most likely knowledgeable about progress. These data showed staff perceptions of the degree of implementation of the respective effective school factors in project schools. The survey, developed by the Connecticut State Department of Education, was provided to the schools with the permission of the Connecticut State Department. Means for each of the seven factors represented in the survey were computed using the survey scale of 1 to 5. This scale represented a continua of opinion ranging from "Strongly Disagree" to "Strongly Agree" and a middle category of "Uncertain," which the respondents applied to each of a total of 100 statements pertaining to the effective school factors.

Figure 9 charts the means for the total staff across all project schools who responded to both the pre- and post-survey. Results of t-tests applied to these data show that six of the seven t-values reached the significance level of $p \leq .001$ indicating significant changes in these mean ratings for all factors except Safety. Table 27 summarizes these results. To the extent that the survey is a valid and reliable instrument in this use, it would appear that the total staff represented in these data reflected less uncertainty and greater agreement about the presence of effective schools factors across project schools.

To determine differences in schools across the factors, an analysis of variance was applied to the pre-post survey data for each survey factor. Table 28 lists these data. It should be recognized that a large loss of cases occurred between each administration of the survey in various project schools. The numbering system used did not prove workable for many schools. However, for the respondents that could be matched from pre-to-post administration, the data reflected significant differences in perceptions across schools for seven of the 14 comparisons made. Two factors (Safety and Instructional Leadership) showed significant variation between schools on both pre-and-post administrations. Three factors (Mission, Opportunity to Learn, and Home-School Relations) reflected this level of significance on the post-survey. Appendix D contains the data generated by these analyses.

FIGURE 9

Summary of Pre-Survey and Post-Survey Means
Total Project Schools



Conclusions

The evaluation examined the attainment of objectives as reported by the schools in their annual evaluation reports as proposed in the third objective of the evaluation plan for the project.

Examination of these reports supports the following observations.

1. Project schools attained approximately 76 percent of the objectives which they proposed for the first year of the project.
2. Attainment rates varied across the five categories of objectives, ranging from a high of approximately 90 percent for curriculum and instruction objectives to a low of 44 percent for objectives related to student achievement.
3. The extremely optimistic achievement levels combined with uniform achievement rates proposed for all grades and non-comparable entry-level achievement across the grades contributed to the schools' non-attainment of these objectives.
4. Re-examination of the schools' performance related to student achievement showed dramatic improvements in test performance for many project schools when compared to the trend for the district as a whole.
5. Competency test performance showed improvement from 1983 to 1984 in all project schools. Many project schools exceeded the district rate of improvement at various grade levels.
6. Grade level achievement patterns are unique in each school and between schools which suggests a need for continuing needs assessment and curriculum evaluation.

In summary, project schools attained a substantial number of the objectives which had been projected for their first project year. The project schools worked very similarly in developing their characteristics as effective schools. Their academic emphasis, provision of incentives and rewards, promotion of order as support for a good learning environment, facilitation of staff cooperation and collaboration, communication of high expectations and standards, maintenance of visible instructional leadership, and movement toward consensus for commonly held goals combined to mark significant changes in these schools. Improvement in school staffs' ratings of the presence of effective school factors in project schools provided some support for their success in emulating the desired school characteristics. While it still remains to be seen what academic improvements result on a longer term basis, prelimary evidence suggests, although there were some exceptions to this pattern, that there have been positive results in achievement in most project schools.

COMPARISON OF READING ACHIEVEMENT IN PROJECT SCHOOLS WITH SELECTED INDICES OF EFFECTIVENESS AND WITH NON-PROJECT SCHOOLS

The fourth objective of the evaluation plan focused first on comparison of the project schools with "selected" indices of effectiveness as identified in the literature (Edmonds (1979) and Shoemaker (1982)). A major theme in these materials has been the contention that effective schools should produce achievement for all students, regardless of their socio-economic status or race. This tenet, of course, represented a major objective of all Cleveland's schools. The project schools, however, have been particularly committed to this objective.

On the basis of the socio-economic indices applied in the school district ("paid," "reduced price," and "free" lunch status), enrollments in the project schools showed 87 percent of the enrollments receiving "free" lunch, approximately 6 percent receiving "reduced price" lunch, and about 7 percent paying for their lunch. Within the schools, the percentages of students in "reduced price" or "free" categories ranged from 68 to 96 percent of the enrollments. The project schools served, by and large, a majority of students from families of lesser economic advantages. This situation precluded comparison of high and low socioeconomic student groups in terms of test results because of the limited numbers of students across the respective grade levels in the so-called "middle and high" income levels.

As an alternative, the evaluation compared the project schools' performance to the national norms for the CTBS Reading Comprehension Test using the schools' average NCE scores. The NCE is a normalized standard score of equal intervals based on the "normal curve." It can be aggregated and averaged. An NCE of 50 is exactly average and is at grade level, just as a percentile of 50 is exactly average. While NCE scores do not match percentiles at other points (except for 1 and 99), it can be a useful comparison in describing achievement gains, even though not strictly correct to consider NCE gains as if they were percentile gains. An NCE gain score is a uniform gauge of growth at every point. An NCE gain of "0" means that the school produced no gain, in comparison with its previous NCE average score as well as with its previous standing in relation to test norms.

A second aspect of comparison of the project schools' standing in relation to the national norms will involve examination of the percentages of students achieving at least an "average" and "above average" reading achievement status for their grade level. This comparison will utilize percentages of students' placing in the "average" and "above average" stanines and the national norms level of 77 percent for these stanine bandings for each grade.

A third aspect of the determination of the effectiveness of the project schools will be comparison of the reading achievement of Black and White students, as reflected in their stanine banding percentages, both with the national norms (77 percent placing in the "average" and "above average" stanines) and with each other.

The data for these analyses, therefore, included:

1. Average NCE score;
2. Average NCE gain score; and
3. Percentages of students in stanines 4 to 6 (average) and stanines 7 to 9 (above average).

Comparisons will made on the basis of total school and each grade within the school.

In this fashion, three aspects of "effectiveness" will be applied to Cleveland's project schools--comparability of performance with the national norms, proportions of students' scoring at or above average for grade, and comparability of performance of racial groups.

Comparisons of Project Schools with Effectiveness Indices

The first index of effectiveness to be applied to the schools' performance on the CTBS Reading Comprehension Test was the NCE of 50 Using the total school average NCE scores, based on multigrade results from the 1984 testing program, the following patterns emerged:

1. In terms of the NCE "benchmark," all of the three schools with primary grades only (K,1-3) attained average NCE scores at or above the national norm of 50. Only two of the schools with upper elementary grades (K,4-6) and no schools with primary/upper elementary grades (K,1-6) and junior high grades (7-9) reached this mark.
2. When 1983 and 1984 school averages were compared, 12 project schools showed gains and eight, losses.

A differential pattern of performance was apparent between schools. Applying an indicator of seven NCE units as a test of change, the elementary grade schools actually reflect comparable performance with the norms and with each other. One school showing an NCE total average score of 59.5 with a gain score of 6.3 NCE units held a significant advantage in the first instance, and one approaching significance in the second. Junior highs, as a group, reflect the lowest NCE total average scores of the project schools.

Additional explanation of these trends was provided by examination of the NCE scores for the respective grades as well as the changes in the grade standings from 1983 to 1984. Such study revealed:

1. Averages scores for 25 of the 72 grades within the 20 project scholls exceeded or equalled the national norm of 50 for 1984. In primary grade schools, six of the nine grades equalled this norm or exceeded it. In upper elementary grade schools, nine of the 24 grades attained these levels; while only two grades of the 15 junior high grades involved equalled the norm of 50. Of the 24 grades included in schools with both primary and upper elementary grades, eight placed at or above the norm.

2. Examination of changes in NCE averages for grade level within the project schools identified diverse gain/loss trends within every school, save two upper elementary schools where gains in NCE units appeared from 1983 to 1984. For junior highs, a more uniform pattern of improvement appeared because only three of the 15 grade levels involved showed losses.

Comparison of the project schools' standing in relation to the national norms expectation of 77 percent of the students' placing in the "average" and "above average" stanines provided additional information about the proportions of students who scored at or above average for grade. Comparisons indicated:

1. All project schools with primary grades exceeded the criteria of 77 percent of their students' placing in these stanine bandings in the nine grades involved.
2. Of the eight schools with upper elementary grades only, all schools equalled or exceeded this target for their total student group at all grades.
3. Just four of the 15 junior high grades fell below the national norms expectations of 77 percent.

Finally, study of the Black/White comparability in terms of total average NCE scores showed:

1. Total average NCE scores for Black students exceeded the norm of 50 in three schools (two with primary grades only and one with upper elementary grades).
2. A total of 12 project schools (three with primary grades only, five with upper elementary grades exclusively, two schools with both primary and upper elementary grades, and two junior highs) achieved total average NCE scores for White studentes which exceeded the norm of 50.
3. When changes in these average scores were compared from 1983 to 1984, 12 of the 20 project schools made gains in Black students' standings, as did 12 schools in White students' average scores.

Black/White comparability, when seen from the perspective of percentages of students placing in the "above" and "above average" stanines with a norms expectation of 77 percent, presented this perspective:

1. Project schools with primary grades achieved or exceeded norms level in all grades for Black students. White students' percentages in two grades in two of the schools fell below the norm.

2. For schools with grades 1-6, 38 of 48 within-grade comparisons equalled or exceeded the norms (18 for Black and 20 for White students).

3. Black students' percentages in project schools with upper elementary grades only were at or above the norm of 77 percent in 45 of the 48 within-grade comparisons; White students' percentages fell below the norm in two instances.

On the basis of the data cited above the status of the project schools after the initial year of the project showed the "primary grades only" schools at "norms" level in contrast to the schools with other grade organizations. The project schools continued to reflect a trend of declining score averages from primary to junior high grade levels. The "cumulative deficit" continued to appear in project schools as it has in the district as a whole over the years. However, a majority of the project schools had improved their standing with respect to the NCE norm from 1983 to 1984. A pattern of diversity in test performance across the grades in all schools emerged, yet one out of three project schools actually improved their NCE grade averages during this first year. The project schools reflected substantial strength in matching the norms when it came to the proportions of students scoring at grade level. Although gains were reflected from 1983 to 1984 in Black/White comparability in project schools, Black students' averages did not equal or exceed the norms in 16 of the project schools. It should be recognized, however, that in 15 of the project schools, the NCE differences between Black/White averages did not approach a level of significant difference (seven NCE units). Lesser differences, however, cannot be discounted. They have educational significance for the approaches which project schools need to consider in producing comparable performance of Black and White student groups. The historical trend of "cumulative deficit" appeared in the project junior high schools which underscores the critical need for prevention measures in the earlier grades, particularly for Black students.

These data provided a "non-statistical" glimpse of the project schools' test performance. A diverse pattern emerged between and within the schools. This pattern shows different challenges for the project schools--depending on their students' needs. Junior high schools certainly face demands which are more complex than primary grade schools. It should be recognized that the schools have been compared herein on the basis of test performance and that tests even of the same achievement series differ in content and metrics from level to level. An attempt, was made, however, to describe the project schools in relation to their grade organization groups given these reasons.

At this point, it was important to know whether or not the trends observed in project schools were comparable to those in non-project schools. Additional analyses, therefore, studied these aspects.

Tables 29 and 30 contain the NCE score information. Stanine banding data appear in Appendix B.

Comparisons of Reading Achievement in Project and Non-Project Schools

A second phase of this analysis focused on comparison of achievement in project and non-project schools as evidenced by NCE scores on the CTBS reading comprehension and vocabulary tests and the gains or losses observed during the initial year of the project. From the viewpoint of the district, the ultimate accomplishment of the project should be the eventual improvement of student achievement to a level higher than would have occurred if no project had been attempted. For purposes of this evaluation, achievement has been equated to performance on standardized reading achievement tests as it was in much of the research produced about effective schools. The test score, with all of its limitations, has emerged as the quality label for schools. Previous sections of this evaluation have attempted to document the project schools' actions to improve student learning in many dimensions--skills, understandings, and attitudes--through curricular and instructional strategies, planning processes, and changes in school climates. For example, the schools attempted to improve their non-promotion rates, dropout rates, percentages of F grades and the like. These are other indicators of student achievement. The standardized tests did not sample these project aspects and accomplishments per se. It would be anticipated, however, that the students, as a result of their experiences, would show improvement in their test scores. It should be recognized, however, that the tests were very limited benchmarks. This evaluation did not have recourse to the traditional evaluation design with provision for random assignment of subjects to either experimental or control groups as well as random assignment of subjects to either experimental or control groups as well as random assignment of treatment. In one aspect of the analyses, statistical approaches (analysis of covariance) was applied as a partial solution to the design deficiencies. Both longitudinal and cross-sectional test data have been drawn from the student data base incorporated into the city-wide testing program for these analyses. School averages were also used in other analyses.

As can be seen in Figure 10, statistical comparisons involved five phases. In the first phase of the comparisons, a two-way analysis of variance was applied using five dependent variables (pre-test comprehension NCE score, post-test comprehension NCE score, comprehension NCE gain or loss, pre-test vocabulary score, and vocabulary NCE gain or loss); and total group, project and grade as the independent variables (main effects). A two-way analysis of co-variance comprised the second phase of the comparisons. Post-test reading comprehension served as the dependent variable total, project, and grade as the independent variables (main effects); and pre-test reading comprehension as the co-variate. For the third phase, a one-way analysis of variance compared the project and non-project schools across six variables--pre-test comprehension NCE score, post-test comprehension NCE score, comprehension gain or loss NCE, pre-test vocabulary NCE score, post-test vocabulary NCE score, and vocabulary gain or loss NCE.
These statistical tests were applied to both 1983-84 and 1982-83 test results. In the fourth phase of the comparisons, the analyses utilized t-test of average NCE scores and gain scores from the CTBS vocabulary and comprehension tests for the project and non-project school groups aggregated for total, elementary level, junior high level, and each grade level, 1-9. The fifth phase of the statistical analyses used

t-tests for comparison of project and non-project schools across 70 selected "school climate" indices. All of the above analyses were produced as a part of the district study of characteristics of high and low attendance schools and discrepant reading achievement of minority and white students. A $p \leq .001$ level of significance was applied for all of these tests.

Results: Two-Way Analysis of Variance, 1983-84 and 1982-83

Results from analysis of the 1983-84 test results showed that the F value for the main effects (combined, project and grade) and for the two-way interaction effect (project and grade) were significant ($p \leq .001$) in all dependent variables except for post-test vocabulary NCE score for the project schools. For the 1982-83 results, main effects (total, project and grade) and the two-way interaction effect (project and grade) were significant across all five dependent variables. See Table 31 for these data.

Results: Two-Way Analysis of Co-Variance, 1983-84 and 1982-83

The two-way analysis of co-variance applied to 1983-84 post-test results for reading comprehension produced significant effects for two main effects (combined and project) in the first of these analyses but not for one main effect (grade). In the second application of the two-way analysis of co-variance, the two-way interaction (project and grade) were significant. Results of the two-way analysis of co-variance for 1982-83 test results produced no significant main effects for the first analysis and no significant effect for one main effect (project) in the second analysis. In both instances, the two-way interaction (project and grade) were again found to be significant. For both years, the co-variate (pre-test reading comprehension NCE

FIGURE 10

Statistical Analyses - Project Perform
- 1983-84 -

TYPE	MAIN EFFECTS	INTER-ACTION	CO-VARIATE	VARIABLES - NCE SCORES
I. 2-way Analysis of Variance	. Total . Project . Grade	. Project . Grade	--- ---	. Pre-Test Comprehension . Post-Test " . Gain/Loss " . Post-Test Vocabulary . Gain/Loss "
II. 2-way Analysis of Co-Variance	. Total . Project . Grade	. Project . Grade	Pre-Test	. Post-Test Comprehension

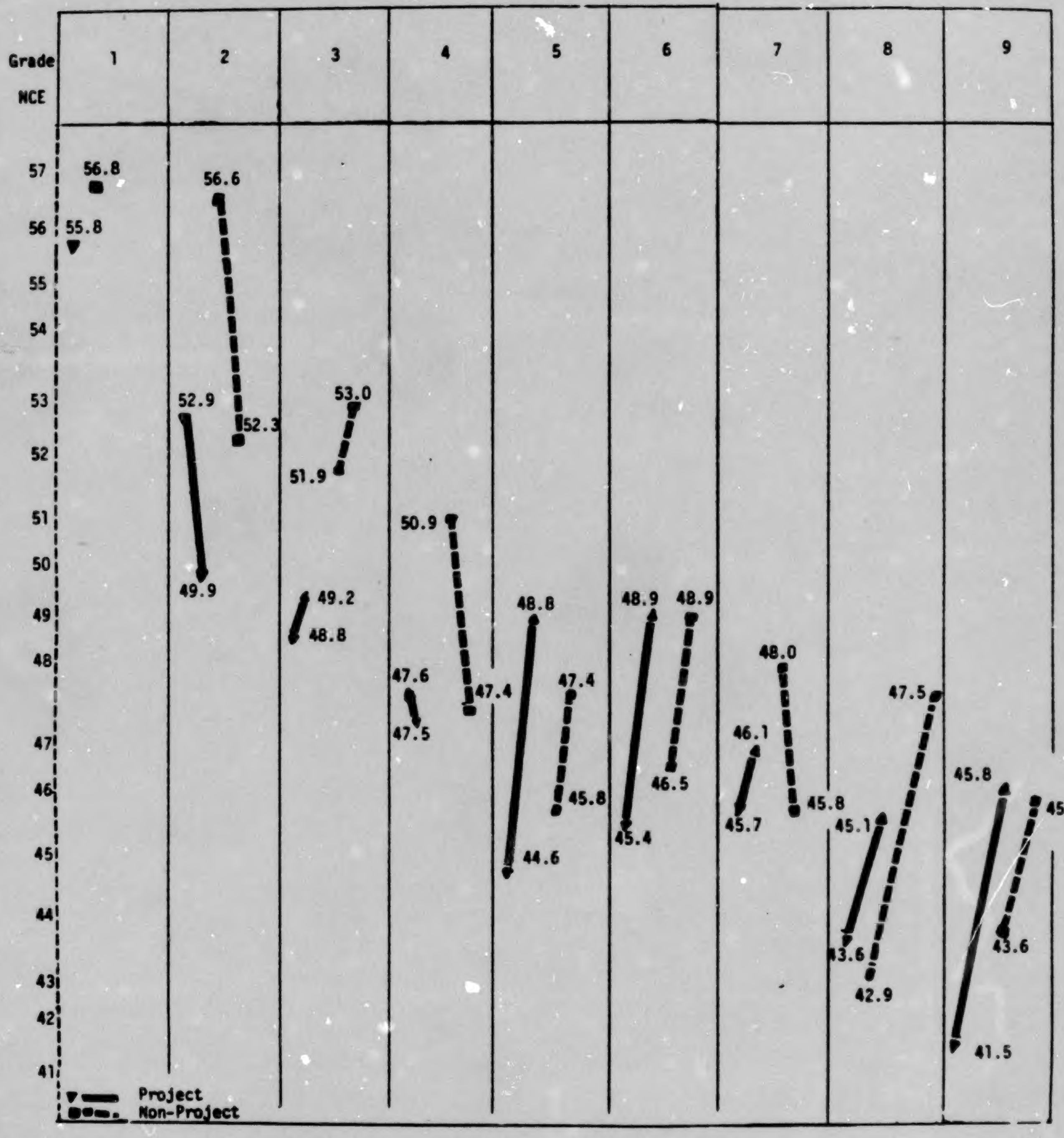
TYPE	CONTRASTS	DEPENDENT VARIABLES NCE SCORES
III. 1-way Analysis of Variance	. Project Schools . Non-Project Schools . Total Group	. Pre-Test Comprehension . Post-Test Comprehension . Gain/Loss Comprehension . Pre-Test Vocabulary . Post-Test Vocabulary . Gain/Loss Vocabulary

TYPE	CONTRASTS	VARIABLES
IV. t-tests for Independent Samples	Project vs Non-Project: . Total Groups . Elementary . Junior High--Grades 1-9	. Pre-Test Comprehension . Post-Test Comprehension . Gain/Loss Comprehension . Pre-Test Vocabulary . Post-Test Vocabulary . Gain/Loss Vocabulary

TYPE	CONTRASTS	VARIABLES
V. t-tests for Independent Samples	Project vs Non-Project	70 selected "climate" indices

FIGURE 11

1983-84 PRE- and POST- READING COMPREHENSION NCE SCORES
TOTAL PROJECT vs. NON-PROJECT GROUPS



Based on Spring 1983 and Spring 1984 administrations of the tests.

BEST COPY

score) was found to be significant beyond the $p \leq .001$ level. Table 32 presents these results.

The repeated findings of a significant interaction effect for "project and grade" in these four sets of analyses suggest the influence of grade differences in reading performance within and between project and non-project schools. Analysis of co-variance data point to the contribution of previous reading achievement as another factor in such differences. Pre-test comprehension (co-variate) accounted for 57.8% of the variation observed in post-test comprehension.

Results: Analysis of Variance, 1983-84 and 1982-83

The next stage of the analysis combined all data for five variables (pre-test comprehension, post-test comprehension, gain/loss comprehension, pre-test vocabulary, post-test vocabulary, and gain/loss vocabulary) for project and non-project schools. When the 1982-83 multigrade data were contrasted, significant differences were found for three variables: pre-test comprehension, comprehension gain/loss score, and pre-test vocabulary. The same analysis applied to 1983-84 multigrade data produced significant differences for four variables: pre-test comprehension, comprehension gain/loss score, post-test vocabulary gain/loss score. These results are summarized in Table 33.

Only three significant advantages were found in 1982-83 results--two in favor of non-project schools (pre-test comprehension and pre-test vocabulary) and one in favor of project schools (comprehension gain). Four significant differences emerged in 1983-84 results. In this instance, the non-project schools held the advantage in pre-test comprehension, but the project schools reflected such advantages in comprehension gain, post-test vocabulary and vocabulary gain.

The pattern of change in reading comprehension for the total project and non-project groups can be seen in Figure 11. The varied pattern between grades and school groups is apparent. Project schools showed greater spurts in improvement at three grades (5, 6 and 9) than non-project schools. Project school declines were evident at grades 2 and 4, but of lesser magnitude than for non-project schools. At grade 7, project schools improved, while non-project schools declined. Non-project schools improvement at grades 3 and 8 exceeded that of the project group. At grade 1, where only a post-test was administered, non-project schools' NCE score exceeded that of project schools. Figure 11 also charts the apparent trend of a cumulative decline in reading comprehension performance still present in the school district as a whole.

Figure 11 reflects "cross-sectional" pictures of reading comprehension performance at each grade level. All scores for students participating in the respective administrations of the tests in 1983 and 1984 were used. Tables 34 and 35, however, represent a data base which includes only those students who participated in both years' testing programs. The uneven gain/loss patterns between the grades and between and within project and non-project schools as well as the district as a whole are evident.

Results from the analyses per se did not identify major factors producing improvement for the project schools. However, staff observations presented in other sections of this evaluation identified substantial changes in climate and day-to-day operations in project schools which one may conclude contributed to the improvement trend cited above. Not all grades either in the project schools or the district as a whole, reflected comparable rates of improvement. This outcome underscores the continuing need to examine curriculum, instructional practices, time allotments for instruction, articulation factors and the like between and among the grades as well as the interaction of these factors with students' developmental needs at particular grade levels.

The differential grade effects prompted the fourth set of comparisons which utilized t-tests of average NCE scores and gain scores for the project schools and their counterparts at each grade level.

Results: t-tests, 1983-84 and 1982-83

Availability of test results from years previous (1981-82 and 1982-83) to the initial program year (1983-84) permitted study of reading test performance for these years as well as the program year. Twenty-two comparisons of vocabulary test results and 24 comparisons for comprehension test results were made for these three years. These analyses compared the following groups:

1. Total project schools vs. total non-project schools;
2. Total project elementary schools vs. total non-project elementary schools;
3. Total project junior high schools vs. total non-project junior high schools; and
4. Grade levels, 1-9, in project schools vs. these grade levels in non-project schools.

A perspective of the findings of these t-tests can be obtained from Figure 12. This perspective revealed the following patterns:

This perspective revealed the following patterns:

1. The trend in the comparisons preceding from 1981 through 1984 data shows improvement for project schools as a whole and in selected grades as well as many instances of "no difference" between project and non-project groups. Given the observed incidences of advantage in terms of the t-tests for the non-project schools in the 1981-82 test results, project schools have narrowed down the advantaged status of the non-project schools in current results.

2. For the 1981-82 testing program, non-project schools held significant advantages over project schools in CTBS vocabulary and comprehension NCE scores for all groups and grades, except grade 4.

3. On the basis of 1982-83 results, non-project schools still maintained significant advantages in 11 of the 24 contrasts of groups and grades; but no differences were observed in eight of the contrasts. Project schools held the advantage in four of the comparisons of comprehension NCE scores.

4. Gain score comparisons from 1982 to 1983 for the 24 groups and grades found nine comparisons to be in favor of project schools, two in favor of non-project schools and 13 with no difference between the project and non-project schools.

5. For 1983-84 results, six of the 12 comparisons involving vocabulary NCE scores fell in favor of project schools; while two of the 12 comparisons related to comprehension NCE scores were in favor of project schools, six comparisons revealed no difference between the schools, and four showed non-project schools with the advantage.

6. Vocabulary gain score comparisons identified six to the advantage of the project schools, one in favor of the non-project schools, and four with no differences between the groups.

7. From 1983-84 results, comparisons of comprehension gain scores for project and non-project schools found five to favor project schools, one to favor non-project schools and six to reflect no difference between the groups.

NP = Non-Project Perform Schools
P = Project Perform Schools

FIGURE 12

Summary of t-test Results
Showing Significant Differences and Advantaged Groups

Variable	Total	Elementary	Junior High	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
1981-82 CTBS Vocabulary NCE Score	NP	NP	NP	---	---	NP	P	No dif.	NP	NP	NP	NP
1982-83 CTBS Vocabulary NCE Score	No dif.	NP	No dif.	---	NP	NP	No dif.	No dif.	NP	No dif.	NP	No dif
Vocabulary Gain 1982 vs 1983	P	No dif.	P	---	---	NP	P	No dif.	No dif.	P	NP	P
1983-84 CTBS Vocabulary NCE Score	P	P	P	---	NP	NP	No dif.	P	No dif.	P	No dif.	P
Vocabulary Gain 1983 vs 1984	P	No dif.	P	No dif.	---	NP	P	P	No dif.	P	No dif.	P
1981-82 CTBS Comprehension Score	NP	NP	NP	P	NP	NP	NP	No dif.	NP	NP	NP	NP
1982-83 CTBS Comprehension NCE Score	No dif.	NP	P	P	NP	NP	NP	No dif.	NP	P	NP	P
Comprehension Gain 1982 vs 1983	P	No dif.	P	No dif.	No dif.	No dif.	No dif.	No dif.	No dif.	P	No dif.	P
1983-84 CTBS Comprehension NCE Score	P	NP	No dif.	No dif.	NP	NP	No dif.	P	No dif.	No dif.	NP	No dif
Comprehension Gain 1983 vs 1984	P	P	No dif.	No dif.	No dif.	No dif.	P	P	No dif.	P	NP	No dif.

The analyses showed that project schools mirrored the trend of improvement of the district as a whole during the years examined, but, in many instances, exceeded the district's level of improvement of comparable school groups and grades. Appendices E to H include results from the statistical analyses presented above. Tables 34 and 35 summarize NCE scores for 1982-83 and 1983-84 for project and non-project schools.

Conclusions

This section of the evaluation addressed the fourth objective of the evaluation plan which compared reading achievement in project schools with "selected" indices of school effectiveness identified in the literature. In addition, it compared achievement of project and non-project schools. The analyses utilized test results generated from the 1984 and, in some instances, 1983 CTBS Reading Comprehension Tests. It should be recognized that the information available described the initial year of the proposed three-year term for project activities and certainly did not represent the full impact of the project. The information also represented only one source of information about student achievement in the project schools, namely standardized test results. However, despite great limitations, test data remained the major criteria for evaluation.

The following major conclusions emerged:

With respect to the "selected" indices of school effectiveness:

1. The project schools with primary grades only equalled or exceeded the national norms for the tests. Only two additional schools with upper elementary grades reached this mark.

2. A majority of the project schools actually improved their school averages in relation to the test norms from 1983 to 1984.

3. When grade level achievement was considered, one out of three grade groupings within the 72 in the project schools exceeded or equalled the national norm for 1984.

4. Diverse patterns of gains and losses appeared, but the most uniform pattern of improvement emerged at the junior high grade levels.

5. Comparisons of proportions of students' scoring at or above average for the grade, all project schools produced such performance at most of their grade levels and 12 schools at all of their grade levels.

6. Project schools showed a trend toward reduction of Black/White disparities in 1984 test results from 1983 levels.

7. Black students' performance equalled or exceeded the "average" and "above average" levels in 86 percent of the comparisons.

8. White students' performance equalled or exceeded the "average" and "above average" levels in 89 percent of the comparisons.

With respect to non-project school comparisons:

1. Project schools showed different patterns of growth than non-project schools; in many instances, narrowing down the superior status of the non-project schools from prior years' levels.

2. Project schools' improvement patterns reflected the differential performance of the respective grade levels, showing greater progress in three grades (5, 6 and 9), improvement at grade 7 when non-project schools declined, and less decline than non-project schools at grades 2 and 4. Non-project schools made greater improvement only at grades 3 and 8.

3. Both project and non-project schools reflected the "cumulative deficit" phenomena, but project junior high schools showed a slowing of this trend.

Results from these analyses did not identify the factors contributing to improvement or decline. However, the project schools, while still reflecting the differences between and among schools and between and among grades common to the district, appeared to improve their status. These differences reinforce the need for on-going monitoring of student progress, particularly in project schools where this process is a program element, and major efforts to ensure that appropriate opportunities for learning are being provided. The differential performance levels within and across schools and grades may be reflecting such factors as the curriculum impact, varying developmental needs of students, school climate elements, teaching styles and the like, as well as the interactions of such factors. The next step for the project schools would appear to involve identification of factors in their daily operations, in general, and in their project activities, in particular, which might be contributing to these differential achievement levels.

EFFECTIVE SCHOOL CHARACTERISTICS AND SCHOOL IMPROVEMENT INDICATORS

The initial step in completing this fifth area of inquiry for the evaluation of the project compared project and non-project schools across some 70 factors indicative of school climate. Examination of the groups' comparability provided a basis for judgment about impact of the project schools' programs. School averages of these 70 factors have been typically computed for district administrative and court remedial order reports. Their availability and their emergence in previous research efforts in the district as predictors of school attendance and reading achievement in Cleveland schools enhanced their potential utility for this evaluation. The factors were drawn from the data base for the 1982-83 school year.

Results: t-tests of School Climate Indices

Results of the t-tests applied to climate indicator averages for project and non-project groups produced no t-values at or below the significance level of $\leq$.001. However, five contrasts produced values which, although not meeting the established level of significance for this evaluation ($\leq$.001), could reflect practical differences. Project schools, in the year before full implementation of the project, reflected a lower rate of total student withdrawal (10.16% vs 12.80%) as well as total Black student withdrawal (7.00% vs 9.26%) from the school district than did non-project schools. In contrast to the non-project group, project schools also showed a greater average total reading comprehension NCE gain score for Blacks (1.21 vs -0.94), lower average total reading comprehension post-test NCE score at grade 2; (48.47 vs 52.72) but less loss in total average reading comprehension NCE gain score at grade 7 (-0.70 vs -3.69). Given the extensiveness of this array of school climate indices which served as the benchmarks for comparison, these few differences supported the conclusion that project schools were comparable to non-project schools in terms of these characteristics before implementation of the project. Given this comparability, impact of the project, if established, would be more readily attributable to project activities. Table 36 lists the results described above. Appendix I contains the results of the statistical analyses.

Correlation between Selected Variables in Project Schools

The project schools administered the Connecticut Effective Schools survey to tap staff perceptions of the degree of presence of seven factors which research identified as "characteristic" of effective schools. Correlational analyses were applied to learn about the degree of relationship between the survey ratings, facets of student reading performance in these schools, and the levels of attainment of objectives reported by the schools in their annual evaluations. The analyses produced correlation coefficients for eight selected variables:

1. Total Average Rating - Connecticut School Effectiveness Survey;
2. Average Reading Comprehension NCE Scores for the respective grades involved;
3. Percentage of attainment of objectives reported in the project schools' annual evaluations; and
4. Percentage of students' mastering 75 per cent of objectives included in the Cleveland Reading Competency Tests for the respective grades.

The following patterns of association appeared:

1. The Connecticut School Effectiveness Survey score exhibited different results for different grade clusters.

2. The greatest number of positive correlation coefficients (although of rather moderate level) were found between the survey total average score and the other variables for grades 4 to 6.

3. The largest number of negative correlation coefficients (four) emerged between the survey total average score and the other variables for grades 7 to 9.

4. The Connecticut School Effectiveness Survey score emerged with low positive correlations for all three grade clusters with the percentage of attainment of objectives reported in schools' annual evaluations.

5. Correlation coefficients between survey total and students' percentages of mastery of objectives ranged from moderate to substantial values (-.324444 to .810791) for all three grade arrangements, showing consistency in direction with two positive and one negative for each grade group.

6. Coefficients between Survey total and grade level Comprehension NCE scores fluctuated for each grade cluster (one positive and two negative for grades 1 to 3; three positive at grades 4 to 6; and three negative at grades 7 to 9). The range of values again were substantial, deviating from -.705336 for grade 8 to .5111546 for grade 1.

7. School grade CTBS Reading Comprehension averages and the schools' percentages of students' mastering 75 percent of the objectives included on the Cleveland Reading Competency Tests also showed a wide range of values according to the grades in question (-.695282 to .699954, grades 1 to 3; -.585795 to .321674, grades 4 to 6; and -.818512 to .508652, grades 7 to 9).

8. Coefficients produced for the CTBS Reading Comprehension NCE average scores for the respective grades reflect a wide range of values as do those coefficients produced for percentages of students' mastering 75 percent of the objectives in the various grades.

The fluctuations observed in the series of coefficients of correlation presents a challenge for interpretation. It is of current and future interest to school improvement efforts to learn whether or not paper-and-pencil instruments such as the Connecticut School

Effectiveness Survey could sample staff opinion and that the opinion as represented by an "average rating" could be useful as a predictor of future student achievement. Rather substantial fluctuations in the coefficients between the survey averages and the achievement indices appeared in this analysis. Although this trend says nothing about the reliability and validity of the survey, it does reinforce previous observations presented in this evaluation about the differential performance between schools and grades in terms of test scores. Of course, this evaluation did not separate survey averages by grade. The data used in this analysis represented project school averages. If paper-and-pencil instruments are utilized in the future, data for staff opinion at various grades might provide a better analyses. Another relationship, just briefly glimpsed here, in terms of association between the standardized test and competency test performance across the project schools, could indicate need for further refinement of future competency tests to be administered. Within the project schools, relationship between performance on the standardized tests and the district competency test appeared to vary substantially.

Correlation coefficients for grades 1 to 3 appear in Figure 13; for grades 4 to 6 in Figure 14; and for grades 7 to 9 in Figure 15. Tables 37, 38, and 39 summarize the statistical analyses for this section.

FIGURE 13

- CORRELATION COEFFICIENTS -

Factors: → Connecticut School Effectiveness Survey Total Average Score, Grade Average Reading Comprehension NCE Scores, Attainment Level of School Objectives, Percentages of Students' Mastering 75 Percent of Reading Competency Objectives

- Project Schools with Grade 1-3 -

FACTORS	1. Connecticut Survey Average	2. Average NCE Grade 1	3. Average NCE Grade 2	4. Average NCE Grade 3	5. Percentage of Attainment of Objs.	6. Percentage of Student Mastery Competency Test	7.	8.
						Grade 1	Grade 2	Grade 3
1. Connecticut Survey Average	---							
Average NCE:								
2. Grade 1	.511546	---						
3. Grade 2	-.551689	-.005230	---					
4. Grade 3	-.472755	-.396786	.258765	---				
5. Percentage of Attainment of Objectives	.165127	-.371715	-.107628	.493512	---			
Percentage of Student Mastery:								
6. Grade 1	.810791	.680656	-.125989	-.454132	-.215219	---		
7. Grade 2	.29096	.416702	.024528	-.022173	-.251180	.641731	---	
8. Grade 3	-.550525	-.695282	.515279	.699954	.470401	-.426977	.047319	---
Total Average:	3.643	52.600	51.929	50.186	79.286	54.000	63.143	57.143

FIGURE 14

- CORRELATION COEFFICIENTS -

Factors: → Connecticut School Effectiveness Survey Total Average Score, Grade Average Reading Comprehension NCE Scores, Attainment Level of School Objectives, Percentages of Students' Mastering 75 Percent of Reading Competency Objectives

- Project Schools with Grade 4-6 -

FACTORS	1. Connecticut Survey Average	2. Average NCE Grade 4	3. Average NCE Grade 5	4. Average NCE Grade 6	5. Percentage of Attainment of Objs.	6. Percentage of Student Mastery Competency Test	7.	8.
						Grade 4	Grade 5	Grade 6
1. Connecticut Survey Average	---							
Average NCE:								
2. Grade 4	.490392	---						
3. Grade 5	.293913	.668129	---					
4. Grade 6	.103500	.311292	.222814	---				
5. Percentage of Attainment of Objectives	.233311	-.91026	-.228421	.465023	---			
Percentage of Student Mastery:								
6. Grade 4	.443490	.085454	.145314	.132306	-.017142	---		
7. Grade 5	.206074	.321674	.000434	.000179	.129691	.211715	---	
8. Grade 6	-.230524	-.585795	-.225344	-.042215	.066871	.491360	.035133	---
Total Average:	3.651	47.500	49.300	48.333	74.667	47.000	36.500	24.250

FIGURE 15

- CORRELATION COEFFICIENTS -

Factors: → Connecticut School Effectiveness Survey Total Average Score, Grade Average Reading Comprehension NCE Scores, Attainment Level of School Objectives, Percentages of Students' Mastering 75 Percent of Reading Competency Objectives

- Project Schools with Grade 7-9 -

FACTORS	1. Connecticut Survey Average	2. Average NCE Grade 7	3. Average NCE Grade 8	4. Average NCE Grade 9	5. Percentage of Attainment of Objs.	6. Percentage of Student Mastery Competency Test	7.	8.
						Grade 7	Grade 8	Grade 9
1. Connecticut Survey Average	---							
Average NCE:								
2. Grade 7	-.434964	---						
3. Grade 8	-.705336	.526084	---					
4. Grade 9	-.314426	-.089874	.757314	---				
5. Percentage of Attainment of Objectives	.098112	.254069	-.301532	-.684798	---			
Percentage of Student Mastery:								
6. Grade 7	-.324444	.508652	-.178590	-.612145	.146751	---		
7. Grade 8	.691754	.306926	-.211490	-.200784	.053801	-.000241	---	
8. Grade 9	.615593	-.818512	-.290365	.397364	-.535793	-.695057	.131794	---
Total Average:	3.202	45.600	45.32	45.80	73.600	43.200	17.400	9.000

Conclusions

The fifth area of inquiry in this evaluation compared project and non-project schools across some 70 selected factors considered to be indicative of "school climate." Additionally, it examined the association between various reading achievement indices and staff perceptions of school effectiveness factors in their schools. It produced more questions than it answered.

In summary, the following conclusions are proposed:

1. Project schools were found not to differ significantly from non-project schools as they began to initiate their projects. This is considered to be a good harbinger because improvements that might occur could be attributed to the presence of more "supportive" elements in the climate rather than efforts of the project.

2. Given the large loss of respondents between pre and post- administration of the school survey, much conjecturing about the changes (even though the data appeared to show less uncertainity on the part of the respondents) in perceptions of the presence of effective school factors, appears fruitless at this point.

3. No clear-cut relationship between staff perceptions of the effective school factors and reading achievement indices emerged. However, substantial variations, observed in the correlational analyses, indicated a need for future piloting of some of the instruments involved.

IMPLICATIONS

Project Perform schools put in place strategies to improve their effectiveness modeled on factors which Edmonds (1979) and others have identified as characteristics of effective schools. The 20 schools had elected to participate in the project because greater numbers of their students showed lower reading achievement test scores than in other comparable schools in the district. The evaluation data attested to notable improvements in climate in the project schools during this initial year of the project. The schools adapted the typical programmatic elements found in effective schools and implemented in their unique ways. Their emphases on a mission for academic excellence, high expectations for student performance, protection of instructional time from interruptions, clear goals for instruction, frequent and on-going feedback to students and parents about student progress and the like were very visible in project schools. To support these programmatic elements, the daily interactions of staff within the schools reflected greater collaborative efforts, collegiality, sharing, common commitment, and communication than in previous years. These processes appeared to develop as a result of increased opportunities for staff planning before school opened as well as during the year in regular grade level and departmental meetings. Elementary staff reported that the project facilitated greater consensus about instructional imperatives and pacing than in previous years. Staff reported that principals, by and large, became more visible in their buildings and exerted greater leadership in instruction than ever before.

Not only did the schools show notable improvements in their climate, but they made substantial progress in improvement of reading achievement--both in relation to the national norms of the tests and non-project schools, although not attaining such levels at all grade levels. These differences among and between grade levels appeared in both project and non-project schools. Primary schools, for example, reflect student achievement levels equalling or exceeding the national norms in almost all grades. By the junior high grades, the levels fall below the norms and the "cumulative deficit" emerges in all schools. Project junior highs during this first year of the project appeared to have slowed this trend to a greater degree than their non-project counterparts.

Given these findings, project schools should consider:

1. Continuing their refinement of their unique strategies for development of effective school characteristics;
2. Fostering the opportunities for staff collaboration in attacking instructional problems;
3. Formalizing planning sessions on an on-going basis for staff;
4. Identifying factors which may be contributing to differential performance between grade levels;
5. Identifying expertise within schools which may offer alternative approaches in solving instructional problems;
6. Expanding staff input into staff development offerings;
7. Designing staff development for more concentrated efforts on longer term bases to provide more complete coverage of topics;
8. Relating staff development opportunities to school-focused problems;
9. Identifying promising strategies and sharing them with other project and non-project schools; and
10. Expanding the emerging support network for principals and school planning teams through increased opportunities for communication and exchange of information.

Experiences during this initial project year confirmed that school improvement strategies involve both structure and process. It also demonstrated the schools' potential to modify these elements and chart their unique courses of action toward improvement.

BIBLIOGRAPHY

AUSTIN, G. R. An analysis of outlier exemplary schools and their distinguishing characteristics. College Park, Md.: University of Maryland. Paper prepared for AERA Meeting, Los Angeles, April 1979.

AUSTIN, G. R. Exemplary schools and their identification. College Park, Md.: University of Maryland, Center for Educational Research and Development. Unpublished paper, 1981.

BROOKOVER, W. B. and LEZOTTE, L. W. Changes in school characteristics coincident with changes in student achievement. East Lansing, Mich.: Institute for Research in Teaching, College of Education, Michigan State University, 1979 (ED 181 005).

CLARK, D. L. et al Secondary source study of exceptionality in urban elementary schools. In: *Why do some urban schools succeed?* Bloomington, Indiana: *Phi Delta Kappa, 1980, 144-225.*

EDMONDS, R. R. A discussion of the literature and issues related to effective schooling. Paper prepared for the National Conference on Urban Education, St. Louis, Missouri; Urban Education Program, CEMREL, Inc., 1978.

EDMONDS, R. R. Effective schools for the urban poor. *Educational Leadership*, 37, October, 1979, 15-27.

EDMONDS, R. R. Programs of school improvement: An overview. *Educational Leadership*, 40, December, 1982, 4-11.

EDMONDS, R. R. and FREDERIKSEN, N. Search for effective schools: The identification and analysis of city schools that are instructionally effective for poor children. Cambridge: Harvard University, Center for Urban Studies, 1978.

HERSH, R. H. et al. The management of education professionals in instructionally effective schools: Toward a research agenda. Unpublished paper. Eugene, Oregon: Center for Educational Policy and Management, University of Oregon, 1981.

JOYCE, B. R. et al. *The structure of school improvement.* New York: *Longman, Inc., 1983.*

LARKIN, M. M. Profile of an effective school. Milwaukee, Wisc., Unpublished paper, January, 1983.

LARKIN, M. M. Profile of an effective secondary school. Milwaukee, Wisc., Unpublished paper, March, 1983.

LOTTO, L. S. Revisiting the role of organizational effectiveness in educational evaluation. *Educational Evaluation and Policy Analysis*, *5, Fall, 1983, 367-378.*

MADDEN, J. V. et al. School effectiveness study: State of California. State of California Department of Education, 1976.

PURKEY, S. C. and SMITH, M. S. Effective schools--A review. Wisconsin Center for Education Research, School of Education, University of Wisconsin at Madison, June, 1982.

PURKEY, S. C. and SMITH, M. S. Too soon to cheer? Synthesis of research on effective schools. Educational Leadership, 40, December, 1982, 64-69.

RUTTER, M. et al. Fifteen thousand hours. Cambridge, Mass.: Harvard University Press, 1979.

SHOEMAKER, J. and VILLANOVA, R. Section II, The Connecticut school effectiveness process. The Connecticut school effective project, development and assessment. Connecticut State Department of Education in conjunction with the Northeast Regional Exchange (December 1981), 15, mimeographed.

STATE OF NEW YORK, Office of Education Performance Review. School factors influencing reading achievement: A case study of two inner city schools. March, 1974.

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 1 - Principal's Interview
No. 27 - "Effort of Pull-Out Programs"

N=20	Content Items = 28	%
Effective Programs	Diagnostic/Prescriptive Instruction	54
	Correlation with Classroom Teaching	
	Communication with Teachers	
	Students receive credit	
	Helpful/Interesting Activity to Students	
Ineffective Programs	Classroom Instruction Interruption	32
	Poor coordination with classroom	
	Faculty, limited selection of students	
	No Pull-outs--Uncertain	14

Table 2 - Principal's Interview
No. 8 - "Completion of Reading Objectives

N=20	Content Items = 42	%
Positive Factors	Staff Collaboration	93
	Monitoring Activity	
	Clear, commonly held objectives	
	Plan for pacing, time-on-task	
	Faculty Commitment	
	Student Motivation	
	Parent Support	
Negative Factors	Administrative Pressure	7

Table 3 - Principal's Interview--No. 30
"Other Information About Student Progress"

N=18	Content Items = 34	%
Data-Base Sources	Teacher-Made Tests	68
	Parent Letters/Checklists	
	Principal's Charts	
	Report cards/skills summary sheets	
	Standardized Test Item Analysis	
	Class Analysis sheets/ Reading Records	
Process Sources	Parent Conferences/meetings	29
	Grade level/Inservice Meetings/Discussions with Teachers	
No Additional Information		3

BEST COPY

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 4 - Principal's Interview
No. 58 - "Project Aspects Discussed with Parents"

N=18	Content Items = 18	%
Global Emphasis	All aspects of Project	72
Specific Emphasis	Homework/Reading Objectives/ Attendance	28
	Expectations	
	Attendance Rewards	
	Positive Staff Commitment	
	Role of Parents, mission, objectives	

Table 5- Teacher's Interview
No. 44-"Reasons for Staff Attitude toward Project"

N=79	Content Items = 106	%
Positive Attitude Reasons	Clear Goals and Expectations	81
	Staff Collaboration, Collegiality	
	Sense of Community	
	Improved Student Achievement	
	Effective Staff Development	
	Effective Leadership	
	Recognition of Success	
	Concern for Others	
Negative Attitude Reasons	Unclear Goals	15
	Lack of Collaboration	
	No sense of community	
	Low Student Motivation	
	Ineffective Staff Development	
	Poor School Leadership	
	Uncertain	4

Table 6 - Teacher's Interview
No. 46 - "Project Accomplishments"

N=73	Content Items = 179	%
Project Accomplishments	Improved:	
	Student Achievement	23
	Student Motivation	15
	Staff Collaboration/ Collegiality	14
	Clarity of School Goals	12
	Student Attendance	11
	Order & Discipline	6
	Parent Involvement	6
	Instruction/Innovation	4
	Sense of Community	2
	Expectations	2
	Principal Leadership	1
	Staff Development	1
	Time on Task	1
	Monitoring of Progress	1
Uncertain		1

BEST COPY

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 7 - Teacher's Interview
No. 47--"Little Project Accomplishments"

N=11	Content Items = 14	%
Process Issues	No communication	56
	Plans too general	
	Poor coordination	
	Poor discipline	
	Emphasis on competency test	
People Issues	Lack of Leadership	42
	No Parental Involvement	
	Student Apathy	
	No Commitment from Staff	
Uncertain		7

Table 8 - Teacher's Interview
No. 48--"Function of Planning Team"

N=76	Content Items = 129	%
Task	. Organized Staff Development Meetings	59
	. Determined Needs/Priorities/ Plans	
Process	. Coordinated/Implemented Project Activities	37
	. Served as Clearinghouse, Communicated/ provided feedback	
	. Wrote proposals	
Unaware	. Unaware of accomplishments	3
	Uncertain	1

Table 9 - Teacher's Interview
No. 52--"Recommended Changes in Inservice"

N=73	Content Items = 82	%
	- No Change -	27
Changes	. Extend time for staff planning	72
	. Better schedule; released time	
	. Less theory; more practical activities, make and take demonstrations	
	. More teacher input into planning and deciding	
	. More school-specific topics	
	. Better consultants	
	. Use in-house expertise	
	. More carry-through	
	. Department sessions	
	. Miscellaneous	
Uncertain		1

BEST COPY

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 10 - Principal's Interview
No. 60--"Functions of Planning Team"

N=20	Content Items = 58	%
Task	. Set priorities/needs	22
	. Wrote proposal	17
	. Planned/implemented activities	16
	. Organized Staff Development/ meetings	16
	. Evaluated/monitored project activities	14
	. Met with PTA/SCC	2
Process	. Communicated with staff	12
	. Provided leadership	2

Table 11 - Principal's Interview
No. 63--"Recommended Changes in Inservice"

N=20	Content Items = 34	%
Approach	. More in-depth focus	48
	. Include broader range of staff	
	. Grade-level meetings	
	. Assess staff needs	
	. Inter-school meetings	
	. Use classroom coaching	
Content	Greater focus on-- . Instruction/curriculum	35
	. Classroom management	
	. More specificity	
	. Focus on grade-level Math/Reading	
Schedule	. Vary time available	15
	. Provide released time	
	. Provide time to meet parents	
Continue as is--		3

Table 12 - Principal's Interview
No. 68--"Functions of Central Office Staff"

N=18	Content Items = 31	%
Information	. Shared resource information/ professional materials	45
	. Focused direction	
	. Provided in-service workshops	
Support	. Provided advice, support network	55
	. Provided guidance for proposal writing	
	. Removed pressure	
	. Demonstrated commitment	

BEST COPY

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 13 - Teacher's Interview

No. 58--"Why is Project Meeting your Expectations?"

N=70	Comments = 95	%
Positive Effects	. Improved student achievement	77
	. Gave new goals, ideas, information	
	. Produced collaboration	
	. Changed attitudes	
	. Improved student co-operation	
	. Improved principal leadership	
	. Improved time-on-task	
	. Changed teaching styles	
	. Improved discipline	
	. Improved teacher co-operation	
	. Improved correlation between subjects	
	. Produced new spirit	
Undefined	. First year is hard	13
	. Expected, wanted more	
	. Difficult to reach goals	
	. No expectations	
	. No action on all plans	
	. Any project is a plus	
	. Not aware of evaluations	
	. Not enough change in student attitudes	
	. More parents needed	
Negative Effects	. Produced communication problems	7
	. Had "red tape"	
	. Children still had problems	
	. Feeling of resentment	
	. Some problems not solved	
	. Not whole answer	
Uncertain		2

Table 14 - Principal's Interview

No. 57--"Reasons for Improvement"

N=20	Comments = 41	%
School Actions	. Clear goals, focus on expectations	91
	. Collaboration	
	. Parent Involvement	
	. Monitoring/Remediation	
	. Discipline Enforcement	
	. Motivational Rewards	
	. Attendance Committee	
District Actions	. Administrative Requirements	9
	. District Leadership	
	. Availability of alternatives	
	. Requirements for curriculum	

Table 15 - Principal's Interview

No. 47--"Strengths and Assets of Schools"

N=20	Content Items = 52	%
People	. Staff commitment and high expectations	69
	. Parents' Support	
	. Administrative Leadership and Support	
School Characteristics	. Order/discipline procedures	31
	. Clear goals	
	. Staff Stability	
	. Pride	
	. Attractive building	
	. Inservice opportunities	
	. Motivational awards	

BEST COPY

SUMMARY OF CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 16 - Teacher's Interview

No. 59--"Strengths and Assets of Schools"

N=75	Content Items = 173	%
People	. Faculty, Students, Parents	46
School Factors	. Administrative Leadership	54
	. Cohesion/cooperation communication	
	. Goals, expectations	
	. Climate	
	. Plant/Safety	

Table 17 - Teacher's Interview

No. 60--"Most Pressing Issues in School"

N=73	Content Items = 111	%
People	. Student Achievement/Apathy	52
	. Parent Apathy	
	. Administrative Leadership	
	. Staff Morale	
School Factors	. Climate/Order, Maintenance	48
	. Curriculum/Supplies	
	. Overcrowdedness	
	. Standards, expectations	
	. Lack of authority over discipline	

Table 18 - Principal's Interview

No. 48--"Most Pressing Problems"

N=20	Content Items = 45	%
People	. Lack of parent involvement	29
	. More collegiality/communication	
	. Student Attendance	
	. Student Tranciency	
Procedures	. Ineffective discipline	40
	. More time to plan	
	. Instructional changes	
	. Time-on-task	
District Operations	. Overcrowdedness, double classes	29
	. Poor plant maintenance	
	. Lack of space for supportive services	
	. Lack of clerical services	
	. Lack of Administrative support	
	. Transportation problems	
	. Diagnosis, assessment services	

BEST COPY

SUMMARY OR CONTENT--OPEN-ENDED QUESTIONS
TEACHER'S INTERVIEW AND PRINCIPAL'S INTERVIEW

Table 19 - Principal's Interview

No. 49--"Solutions, Improvements Needed"

N=19	Content Items = 35	%
Factors	. More time for planning, staff development . More collegiality . Attendance motivation . Enrollment Reduction	40
Personnel	. More teachers, aides, psychologists, security guards . Principal leadership for instruction . Custodian support . Bus Driver Training	31
Procedures	. Classroom Management . Building Renovation . Parent Newsletter	20
Parents	. More parent support, involvement	7
Uncertain		2

Table 20 - Teacher's Interview

No. 56--"Why Commit Time to Project?"

N=75	Content Items = 102		%
Positive	Students	. Benefits children's achievement	39
	Staff	. Gets staff to co-operate/collaborate . Builds morale . Makes job meaningful . Makes better teachers . Updates staff training	27
	Climate	. Solidifies common goals of school . Has worthwhile ideas . Needs demonstrations of effectiveness . Building is better	20
Negative	District	. District requires it anyway	14
	Results	. Didn't accomplish as much as anticipated	
	Time	. Too demanding . Requires more time . Teachers have other commitments	
	Reim-bursement	. Some staff paid, others are not	

Table 21 - Principal's Interview

No. 67--"Why Would you Recommend Project to Other Schools?"

N=18	Content Items = 27	%
Staff	. Improves interaction/collaboration of staff	26
Focus	. Concentrates goals, gives sense of direction	19
Resources	. Adds resources for in-service opportunities . Provides new ideas	30
Results	. Produces results in achievement . Provides good experiences	19
Insight	. Helps you to learn about selves . There is Hawthorne effect	7

BEST COPY

TABLE 22

Summary of t-tests
- Mean Factor Scores -
Principal and Teacher Interview

	Mean	s.d.	t	s
FACTOR I - Safe and Orderly Environment	P 4.317 T 3.661	.333 .664	6.120	<.001
FACTOR II - School Mission	P 4.203 T 4.026	.470 .845	1.227	n.s.
FACTOR III - Instructional Leadership	P 3.867 T 3.689	.488 .687	1.305	n.s.
FACTOR IV - High Expectations	P 3.783 T 3.796	.530 .491	.1701	n.s.
FACTOR V - Opportunity for Learning and Time-on-Task	P 3.989 T 3.604	.333 .604	3.852	<.001
FACTOR VI - Frequent Monitoring of Student Progress	P 4.475 T 4.543	.465 .608	.2015	n.s.
FACTOR VII - Home-School Relations	P 3.974 T 3.139	.375 .693	4.440	<.001
FACTOR VIII- Project Climate/Procedures	P 4.408 T 2.613	.285 1.112	12.652	<.001
FACTOR IX - Project Impact	P 3.922 T 2.806	.314 .776	9.822	<.001

TABLE 23

Summary of "Attained" Objectives

School	Achievement	School Climate	Curriculum and Instruction	Student Evaluation	Parent Involvement	Total	Rate of Attainment
1	6/4	5/3	7/7	2/2	5/5	25/21	84%
2	5/2	7/4	7/7	*	4/3	23/16	70%
3	3/0	6/6	9/9	5/4	3/3	26/22	85%
4	4/0	6/3	7/5	*	1/1	18/9	50%
5	6/3	3/2	5/4	2/2	None	16/11	69%
6	3/0	4/3	8/6	5/4	3/3	23/16	70%
7	3/2	2/1	6/5	4/3	5/3	20/14	70%
8	5/2	10/6	7/7	3/2	3/2	28/19	68%
9	3/1	7/4	5/5	5/4	4/4	24/18	75%
10	3/1	5/5	5/5	5/5	4/4	22/20	91%
11	3/1	8/8	8/8	6/6	4/4	29/27	93%
12	4/1	4/3	6/4	2/2	2/1	18/11	61%
13	5/4	6/4	6/5	7/6	6/5	30/24	80%
14	3/0	6/6	9/9	4/4	3/2	25/21	84%
15	3/1	3/3	10/10	3/3	2/2	21/19	91%
16	6/6	7/7	6/5	6/6	7/5	32/29	91%
17	4/2	5/5	4/4	3/3	2/2	18/16	89%
18	3/1	7/3	5/5	3/2	3/3	21/14	67%
19	6/3	5/2	5/2	4/4	3/3	23/14	61%
20	6/4	7/4	5/3	*	2/1	20/12	60%
TOTAL:	84/37 44.04	113/82 72.56	130/115 88.46	69/62 89.85	68/56 82.35	462/353	76%

TABLE 24

SUMMARY OF CHANGES
CTBS READING COMPREHENSION TEST
PERCENTAGES OF CHANGE IN STANINE BANDINGS

1982-1983 vs 1983-1984

		% Below Average Stanines						% Above Average Stanines					
	Grades	1	2	3	4	5	6	1	2	3	4	5	6
K, 1-3 Schools:	1	-6.2	-9.4	-4.9	---	---	---	+6.0	-0-	-9.4	---	---	---
	2	-2.6	+.6	-11.3	---	---	---	+6.9	+13.6	+3.9	---	---	---
	3	+1.5	+3.3	-2.4	---	---	---						
K, 4-6 Schools:	4	---	---	---	-1.1	-3.9	+6.3	---	---	---	-8.1	-1.5	+7.0
	5	---	---	---	-5.5	-10.8	-2.5	---	---	---	+3.9	-6.5	+2.1
	6	---	---	---	+6.5	-3.6	-.8	---	---	---	+8.4	33.2	+4.5
	7	---	---	---	-11.0	+.8	+1.3	---	---	---	+6.3	+1.1	+2.9
	8	---	---	---	-17.5	-15.7	-3.8	---	---	---	-1.3	+2.9	-.5
	9	---	---	---	+1.0	-15.7	-4.2	---	---	---	+12.0	10.2	+2.8
	10	---	---	---	-3.5	-10.1	+2.4	---	---	---	-20.8	+.9	+4.0
	11	---	---	---	-13.7	+2.6	-12.3	---	---	---	+3.2	-2.5	+11.9
K, 1-6 Schools:	12	-6.2	-14.8	+2.1	+.2	-5.3	-1.0	-4.8	+22.0	-1.3	+6.9	-7.4	-.1
	13	-10.0	-2.9	-7.4	-5.5	-7.8	-13.1	+16.1	-1.9	+5.2	-2.0	+1.5	+16.1
	14	-1.2	-11.0	+.8	+1.4	-.7	-1.0	+8.0	+11.5	-8.4	+10.4	-7.5	-4.5
	15	+5.9	-16.4	-12.4	-5.5	-20.2	-3.7	+9.8	+12.2	+1.9	+7.3	-1.6	-10.9
CITY-WIDE		-.9	-.5	-3.3	-3.6	-2.8	-3.1	+1.5	+.1	+1.4	-12.2	+1.3	-0-

Observation:

Schools sought decreases in the percentages in "Below Average Stanines" and increases in the percentages in "Above Average Stanines."

TABLE 25

SUMMARY OF CHANGES
CTBS READING COMPREHENSION
PERCENTAGES OF CHANGE IN STANINE BANDINGS
1982-1983 vs 1983-1984

	Below Average Stanines			Above Average Stanines		
Grades:	7	8	9	7	8	9
Junior High	%	%	%	%	%	%
School: 1	-2.5	-13.4	-3.8	-.4	+1.1	-2.8
2	-3.6	-2.8	+6.1	-2.8	+2.3	-3.7
3	-1.7	-11.3	-3.3	-3.8	+1.3	-1.4
4	-7.2	-4.2	-14.8	+3.0	+4.0	+.3
5	-11.8	-6.5	+1.0	-.4	-1.2	-1.4
CITY-WIDE	-7.0	-8.9	-3.8	+1.4	+2.1	-.8

Observation:

Schools sought decreases in the percentages in "Below Average Stanines" and increases in the percentages in "Above Average Stanines."

TABLE 26

Percentages of Students' Mastering 75 Percent of Reading Objectives--Cleveland Reading Competency Test
- 1983 vs 1984 -

School-- Grades:	1	2	3	4	5	6	7	8	9
1.	** *2/49	52/72	22/63	---	---	---	---	---	---
2.	46/57	29/68	21/67						
3.	38/60	28/56	9/44						
4.				23/35	3/29	0/12			
5.				11/45	10/55	0/7			
6.				20/68	30/72	0/43			
7.				14/56	10/18	0/12			
8.				13/49	10/34	1/55			
9.				14/50	3/29	0/18			
10.				26/49	10/52	0/24			
11.				11/46	5/26	0/25			
12.	43/57	29/63	12/36	7/41	1/26	2/10			
13.	30/42	39/58	4/66	4/51	1/12	0/48			
14.	3/69	34/80	24/59	9/41	7/30	1/19			
15.	10/44	8/45	7/65	2/33	0/55	0/18			
16.							1/13	0/10	1/6
17.							3/13	1/26	0/4
18.							4/24	0/17	1/8
19.							0/8	0/21	1/2
20.							6/8	1/13	0/23
DISTRICT	45/60	43/74	16/59	14/46	7/28	1/22	4/21	2/22	1/10

*1983 data
**1984 "

TABLE 27

Results: t-tests of Pre and Post Means Connecticut School Effectiveness Survey

	N	Mean	s.d.	t	s
FACTOR I - Safe and Orderly Environment	128	Pre 3.41 Post 3.53	.668 .639	2.63	≤.010
FACTOR II - School Mission	113	Pre 3.66 Post 3.83	.636 .656	3.64	<.001
FACTOR III - Instructional Leadership	133	Pre 3.26 Post 3.44	.419 .410	4.86	<001
FACTOR IV - High Expectations	135	Pre 3.52 Post 3.73	.429 .432	5.30	<001
FACTOR V - Opportunity for Learning and Time-on-Task	135	Pre 3.79 Post 3.95	.434 .429	3.76	<001
FACTOR VI - Frequent Monitoring of Student Progress	127	Pre 2.98 Post 3.23	.539 .552	5.95	<001
FACTOR VII - Home-School Relations	78	Pre 3.47 Post 3.65	.431 .469	5.23	<001

TABLE 28

Analyses of Variance
Pre and Post Survey Means

FACTOR	F-Value	Level of Significance
Safety - Pre	4.519	≤001
Post	5.013	≤.001
Mission - Pre	2.137	≤.0189
Post	3.500	≤.0002
Instructional Leadership - Pre	5.739	≤.001
Post	5.058	≤.001
High Expectations - Pre	.906	≤.5433
Post	1.415	≤.1671
Opportunity to Learn - Pre	2.194	≤.0154
Post	3.003	≤ .001
Monitoring Student Achievement - Pre	1.193	≤.2946
Post	1.635	≤.0893
Home-School Relations - Pre	2.945	≤.0012
Post	3.547	≤.0002

TABLE 29

Summary of Total Average NCE and Gain/Loss Scores
1984 Reading Comprehension Tests
Schools and Grades

		Total & Gain/Loss	1	2	3	4	5	6	7	8	9
K,1-3 Schools	1	52.4 -4.4	57.8 20.2	50.9 -8.2	47.2 -5.1	---	---	---	---	---	---
	2	54.7 2.2	57.1 22.2	50.8 -4.3	56.0 7.0	---	---	---	---	---	---
	3	50.2 -5.5	56.2 19.3	45.4 -12.5	47.3 -3.1	---	---	---	---	---	---
K,4-6 Schools	4	47.0 -1.9	---	---	---	47.1 -8.2	48.8 2.1	45.6 0.6	---	---	---
	5	45.1 -1.7	---	---	---	43.0 -7.5	50.1 7.9	42.0 -6.2			
	6	59.5 6.3	---	---	---	53.3 2.1	70.8 18.7	53.2 -2.4	---	---	---
	7	49.7 1.3	---	---	---	51.1 -0.2	46.7 -0.2	51.7 4.2	---	---	---
	8	48.8 2.1	---	---	---	47.8 -2.5	49.3 6.1	49.3 2.3	---	---	---
	9	50.1 4.0	---	---	---	53.1 10.5	51.5 0.4	46.3 0.9	---	---	---
	10	48.2 0.4	---	---	---	47.7 -0.9	47.2 -0.3	49.7 2.3	---	---	---
	11	48.5 3.3	---	---	---	47.0 1.9	44.9 1.4	53.2 6.3	---	---	---
K,1-6 Schools	12	49.4 -1.3	59.5 23.6	51.4 -13.0	47.0 -3.0	46.2 0.5	47.2 2.6	46.0 -2.7	---	---	---
	13	47.6 2.1	51.6 20.5	50.6 0.7	48.2 -2.6	41.2 -3.6	41.5 1.6	51.6 11.2	---	---	---
	14	49.1 -1.8	56.1 19.1	53.7 -6.6	47.4 -4.9	47.4 -3.0	43.8 -0.2	45.1 0.8	---	---	---
	15	46.7 1.2	49.3 2.0	46.2 -8.6	50.4 7.6	42.4 -0.3	43.9 3.2	47.5 9.9			
7-9 Schools	16	43.2 0.2	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	42.5 1.5	44.5 1.3	42.6 1.3
	17	45.2 -1.3	---	---	---	---	---	---	45.3 -4.5	46.7 0.8	32.7 -0.5
	18	45.4 -0.2	---	---	---	---	---	---	46.7 1.9	44.6 1.6	44.8 0.5
	19	42.2 1.9	---	---	---	---	---	---	41.7 0.8	41.7 1.8	43.6 3.9
	20	48.9 2.2	---	---	---	---	---	---	50.8 5.1	44.9 -2.6	52.1 7.1

TABLE 30

Summary of Total Average NCE Scores 1984 CTBS Reading Comprehension Test for School, Black/White Groups and Gain/Loss

	Total*	Total NCE		Total**	Total Gain/Loss 1983-84	
	NCE	Black	White	Gain/Loss 1983-84	Black	White
School 1	52.4	53.1	50.8	-4.2	-4.8	-2.6
2	54.7	54.3	55.4	2.3	3.5	-0.3
3	50.2	49.7	50.7	-5.5	-6.0	-3.9
4	47.0	46.2	50.3	-1.9	-1.7	-2.5
5	45.1	44.2	48.2	-1.9	-1.7	-2.8
6	59.5	57.3	64.7	6.2	5.6	8.1
7	49.7	49.1	51.3	1.3	1.6	0.6
8	48.8	48.3	50.0	2.1	2.3	1.5
9	50.1	48.0	51.1	3.6	3.7	3.3
10	48.2	49.3	44.4	0.1	0.3	-.7
11	47.0	49.2	47.7	3.2	4.2	1.0
12	49.4	49.0	52.2	-1.4	-1.8	0.5
13	47.6	48.8	48.9	2.0	1.8	2.3
14	49.1	48.5	51.0	-1.7	-2.1	0.2
15	46.7	46.2	46.3	1.2	0.2	2.1
16	43.2	40.7	47.8	0.2	0.1	0.4
17	45.2	44.0	49.7	-1.4	-1.4	-1.1
18	45.4	43.2	53.6	-0.2	-0.9	3.5
19	42.2	41.5	43.3	1.7	2.2	-0.7
20	48.9	47.4	53.6	2.2	2.2	2.4

*Includes all racial groups enrolled.
**Includes Black and White student groups only.

TABLE 30 (Continued)

PERCENTAGES OF BLACK AND WHITE STUDENTS
IN "AVERAGE" AND "ABOVE AVERAGE"
STANINE BANDINGS

K,1-3 Schools:	Grade: 1	2	3	4	5	6	7	8	9
	* **								
1.	90/97	86/88	81/83	-	-	-	-	-	-
2.	92/94	77/83	95/90	-	-	-	-	-	-
3.	89/93	70/79	88/80	-	-	-	-	-	-
K,4-6 Schools:									
4.	-	-	-	89/83	75/83	93/81	-	-	-
5.	-	-	-	86/75	93/91	100/69	-	-	-
6.	-	-	-	93/83	100/95	100/88	-	-	-
7.	-	-	-	80/88	82/78	96/90	-	-	-
8.	-	-	-	88/89	69/87	97/91	-	-	-
9.	-	-	-	82/85	86/78	86/92	-	-	-
10.	-	-	-	77/83	70/90	82/87	-	-	-
11.	-	-	-	73/82	77/74	100/97	-	-	-
K,1-6 Schools:							-	-	-
12.	92/95	90/93	60/77	90/77	87/89	100/77	-	-	-
13.	80/93	86/90	82/87	80/60	67/73	100/92	-	-	-
14.	87/94	100/92	94/79	85/74	58/73	84/82	-	-	-
15.	87/84	84/90	82/78	65/78	82/80	93/100	-	-	-
7-9 Schools:									
16.	-	-	-	-	-	-	81/72	94/77	85/69
17.	-	-	-	-	-	-	93/83	88/86	85/80
18.	-	-	-	-	-	-	91/78	84/86	96/77
19.	-	-	-	-	-	-	79/69	79/75	77/78
20.	-	-	-	-	-	-	90/86	82/83	95/83

*Percentage for White students.
**Percentage for Black students.

TABLE 31

Summary of Results
Two-Way Analyses of Variance

F-Value (and Significance of F)
for Each Source of Variation

Dependent NCE Score 1984:	Main Effects			2-Way Interaction Perform, Grade	Explained
	Combined	Perform	Grade		
47.00* 48.34** Pre-Test Comprehension	130.336 <.001	57.229 <.001	142.647 <.001	4.219 <.001	72.087 <.001
47.89 48.77 Post-Test Comprehension	61.382 <.001	11.763 ≤.001	69.503 <.001	7.162 <.001	36.357 <.001
.89 -.07 Gain/Loss Comprehension	76.216 <.001	20.493 <.001	85.791 <.001	14.162 <.001	47.579 <.001
51.18 51.61 Post-Test Vocabulary	68.078 <.001	2.285 ≤.131	79.004 <.001	14.601 <.001	43.396 <.001
1.06 -.32 Gain/Loss Vocabulary	68.817 <.001	45.612 <.001	74.982 <.001	21.613 <.001	47.031 <.001
Dependent NCE Score 1983:					
44.36* 46.57** Pre-Test Comprehension	160.741 <.001	71.389 <.001	174.720 <.001	2.384 ≤.026	87.653 <.001
45.99 46.84 Post-Test Comprehension	65.579 <.001	10.540 ≤.001	74.572 <.001	4.271 <.001	37.283 <.001
1.63 .27 Gain/Loss Comprehension	149.862 <.001	36.043 <.001	168.467 <.001	8.052 <.001	84.412 <.001
48.63 50.14 Post-Test Vocabulary	109.293 <.001	27.428 <.001	122.154 <.001	6.612 <.001	61.902 <.001
2.52 1.61 Gain/Loss Vocabulary	59.599 <.001	20.540 <.001	66.881 <.001	8.147 <.001	35.852 <.001

*Project school mean score
**Non-Project school mean score

TABLE 32

Summary of Results
Analyses of Co-Variance
F-Value (and Significance of F) for each source of variation

- 1983-1984 -   - 1983-1984 -

Average Post-Test Comprehension NCE Score (N of Cases)			Main Effects						Co-Variate Raw Regression Coefficient
Perform	Non-Project	Total	Co-Variate Pre-Test Comprehension	Total	Perform	Grade	2-Way Interaction Perform/Grade	Explained	
48.22 (5871)	48.41 (33737)	48.38 (39608)	145977.60 <.001	15.941 <.001	15.932 <.001	--- ---	--- ---	9951.262 <.001	.571
48.22 (5871)	49.39 (26953)	49.19 (32824)	19886.55 <.001	140.996 <.001	0.692 ≤.406	158.581 <.001	9.699 <.001	908.843 <.001	.544

Grade	Perform	Non-Project	Total
1	53.45 (111)	55.57 (573)	55.23 (684)
2	50.11 (600)	52.44 (3551)	52.10 (4151)
3	49.66 (608)	53.35 (3505)	52.81 (4113)
4	47.79 (929)	48.24 (3198)	48.14 (4127)
5	49.57 (944)	48.01 (3330)	48.35 (4274)
6	48.80 (1008)	49.16 (3659)	49.08 (4667)
7	46.45 (648)	46.83 (3440)	46.77 (4088)
8	45.71 (600)	48.51 (3173)	48.07 (3773)
9	44.98 (423)	46.45 (2524)	46.24 (2947)

TABLE 32 (Continued)

Summary of Results
Analyses of Co-Variance
F-Value (and Significance of F) for each source of variation

- 1982-1983 - | - 1982-1983 -

Average Post-Test Comprehension NCE Score (N of Cases)			Main Effects						Co-Variate Raw Regression Coefficient
Perform	Non-Project	Total	Co-Variate Pre-Test Comprehension	Total	Perform	Grade	2-Way Interaction Perform/Grade	Explained	
46.39 (5993)	47.33 (33843)	47.19 (39836)	21701.206 <.001	.033 ≤.856	.036 ≤.850	--- ---	--- ---	10850.616 <.001	--- ---
46.39 (5993)	47.70 (27427)	47.46 (33420)	17926.642 <.001	151.391 <.001	.640 ≤.424	170.287 <.001	8.369 <.001	1075.353 <.001	--- ---

Grade	Perform	Non-Project	Total
1	47.81 (111)	54.23 (592)	53.21 (703)
2	49.70 (612)	52.17 (3583)	51.81 (4195)
3	48.77 (586)	50.70 (3669)	50.43 (4255)
4	44.80 (967)	46.66 (3493)	46.25 (4460)
5	46.39 (1112)	46.99 (3789)	46.86 (4901)
6	47.13 (982)	48.33 (3870)	48.09 (4852)
7	44.72 (748)	43.77 (3622)	43.93 (4370)
8	43.08 (470)	45.35 (2456)	45.00 (3016)
9	46.55 (405)	44.68 (2263)	44.96 (26.68)

TABLE 33

Summary of Results
Analysis of Variance

- 1983-1984 -

Variable	Average NCE Score & No. of Cases			F Value	Level of Significance
	Project Schools	Non-Project Schools	Total		
Pre-Test Comprehension	46.9726 (8387)	48.4433 (50665)	48.2345 (59052)	51.157	<.001
Post-Test Comprehension	48.7356 (7849)	48.4223 (46448)	48.4676 (54297)	2.289	≤.1304
Gain/Loss Comprehension NCE	.4582 (5871)	-1.0027 (33737)	-.7862 (39608)	46.386	<.001
Pre-Test Vocabulary	48.5156 (6686)	49.2383 (40452)	49.1358 (47138)	9.018	≤.0027
Post-Test Vocabulary	51.0664 (6956)	49.9389 (41355)	50.1013 (48311)	22.775	<.001
Gain/Loss Vocabulary NCE	1.0609 (5160)	-.8153 (29612)	-.5369 (34772)	61.810	<.001
- 1982-1983 -					
Pre-Test Comprehension	45.0667 (8206)	46.3037 (49502)	46.1278 (57.708	34.316	<.001
Post-Test Comprehension	46.6886 (7977)	47.2517 (47619)	47.1709 (55596)	7.181	≤.0074
Gain/Loss Comprehension NCE	1.1178 (5993)	.3862 (33843)	.4963 (39836)	11.642	<.001
Pre-Test Vocabulary	45.2007 (6542)	46.2120 (39207)	46.0674 (45749)	18.544	<.001
Post-Test Vocabulary	48.3735	48.9095	48.8328	5.190	≤.0228
Gain/Loss Vocabulary NCE	2.5187 (5271)	1.8367 (29662)	1.9396 (34933)	9.061	≤.0026

TABLE 34

Summary of NCE Scores
Project Perform vs. Non-Project Perform

- Pre-Test: 1982 and Post-Test: 1983 -

		Comprehension NCE Score				Vocabulary NCE Score		
Grade	Group	N	Pre-Test	Post-Test	Gain/Loss	Pre-Test	Post-Test	Gain/Loss
1	Project	---	---	---	---	---	---	---
	Non-Project							
	Total							
2	Project	---	---	---	---	---	---	---
	Non-Project							
	Total							
3	Project	586	48.68	48.77	0.09	51.62	51.22	0.60
	Non-Project	3662	51.65	50.68	-0.96	53.45	55.36	2.11
	Total	4248	51.24	50.42	-0.82	53.03	54.93	1.90
4	Project	966	47.29	44.81	-2.49	47.84	51.95	4.11
	Non-Project	3493	49.89	46.66	-3.23	51.77	53.38	2.11
	Total	4459	49.33	46.26	-3.07	50.52	53.07	2.55
5	Project	1112	43.75	46.39	2.64	48.35	48.05	-0.30
	Non-Project	3788	44.09	46.99	2.90	48.28	47.94	-1.34
	Total	4900	44.01	46.85	2.84	49.08	47.96	-1.12
6	Project	981	43.61	47.16	3.55	43.43	47.33	3.90
	Non-Project	3869	45.67	48.33	2.66	45.77	49.38	3.61
	Total	4850	45.25	48.10	2.84	45.29	48.96	3.67
7	Project	748	44.93	44.72	-0.20	44.54	47.76	3.22
	Non-Project	3621	47.40	43.77	-3.64	47.90	47.50	-0.40
	Total	4369	46.98	43.93	-3.05	47.33	47.55	0.22
8	Project	470	39.57	43.08	3.51	41.79	43.14	1.33
	Non-Project	2546	42.51	45.35	2.84	45.93	48.33	2.40
	Total	3016	42.05	45.00	2.95	45.28	47.52	2.24
9	Project	405	39.07	46.55	7.48	41.00	48.22	6.22
	Non-Project	2263	42.15	44.68	2.52	44.16	47.96	3.86
	Total	2668	41.69	44.96	3.28	43.78	48.00	4.22

TABLE 35

Summary of NCE Scores
Project Perform vs. Non-Project Perform

- Pre-Test: 1983 and Post-Test: 1984 -

		Comprehension NCE Score				Vocabulary NCE Score		
Grade	Group	N	Pre-Test	Post-Test	Gain/Loss	Pre-Test	Post-Test	Gain/Loss
1	Project	---	---	---	---	---	---	---
	Non-Project							
	Total							
2	Project	---	---	---	---	---	---	---
	Non-Project							
	Total							
3	Project	608	50.80	49.66	-1.13	52.68	49.81	-2.87
	Non-Project	3503	53.88	53.36	-0.52	55.80	55.89	0.09
	Total	4111	53.43	52.81	-0.61	55.34	54.99	-0.35
4	Project	927	48.56	47.80	-0.76	52.88	53.59	0.71
	Non-Project	3198	51.74	48.24	-3.50	56.53	55.23	-1.30
	Total	4125	51.03	48.14	-2.89	55.72	54.87	-0.85
5	Project	944	45.94	49.57	3.63	52.93	51.20	-1.73
	Non-Project	3328	47.46	48.02	0.56	54.28	49.37	-4.91
	Total	4272	47.12	48.36	1.24	53.99	49.78	-4.21
6	Project	1008	46.87	48.80	1.93	48.37	49.15	0.78
	Non-Project	3658	47.83	49.16	1.33	48.91	49.86	0.95
	Total	4666	47.62	49.08	1.46	48.80	49.71	0.91
7	Project	647	46.52	46.45	-0.07	47.58	53.42	5.84
	Non-Project	3440	49.45	46.83	-2.62	50.35	51.24	0.89
	Total	4087	48.99	46.77	-2.22	49.91	51.59	1.68
8	Project	600	45.70	45.71	0.01	49.08	50.07	0.99
	Non-Project	3172	45.18	48.52	3.33	48.65	50.20	1.55
	Total	3772	45.27	48.07	2.81	48.72	50.18	1.46
9	Project	423	43.40	44.98	1.58	43.67	50.80	7.13
	Non-Project	2524	45.21	46.45	1.24	48.26	48.85	0.59
	Total	2947	44.95	46.24	1.29	47.61	49.13	1.52

TABLE 36

Results: t-tests of Selected School Climate Indices, 1982-83
- Project and Non-Project Schools -

Indicator	Average	S.D.	t	P
1. Percent of Total Students Withdrawing				
Project	10.1602	2.551	-3.10*	.003
Non-Project	12.8000	5.843		
2. Percent of Black Students Withdrawing				
Project	7.0082	1.866	-3.08*	.003
Non-Project	9.2569	5.588		
3. Average - Black Less Average - White Reading Comprehension NCE Gain				
Project	1.2105	2.043	2.94**	.004
Non-Project	-0.9438	3.050		
4. Grade 2 - Average Reading Comprehension & Post-Test NCE SCore				
Project	48.4714	2.621	-2.61**	.012
Non-Project	52.7267	4.168		
5. Grade 7 - Average Reading NCE Gain				
Project	-0.7000	3.136	2.67**	.014
Non-Project	-3.6895	1.789		

*separate variance
**pooled variance

TABLE 37

```
—> PROG:CORREL  FILE:CONNCE  ID:CORRELATION:  SURVEY, NCE, OBJECTIVES, MASTERY % - GR. 1-
                                                                      PAGE  1

 A    MEAN          STD DEV       B   COVARIANCE      CORRELATION    T-TEST
---  --------       -------      ---  ----------      -----------    -------

 1   3.64286        .189712       2    .429167         .511546        1.33121
                                  3   -.369429        -.551689       -1.47907
                                  4   -.304119        -.472755       -1.19964
                                  5    .322381         .165127        .374374
                                  6   1.47             .810791        3.09734
                                  7    .634526         .29096         .680028
                                  8   -1.27548        -.550525       -1.47459
 2   52.6           4.42229       3   -.0816665       -5.23184E-03   -.0116989
                                  4   -5.94999        -.396786       -.966586
                                  5   -16.9167        -.371715       -.895332
                                  6    28.7667         .680656        2.07751
                                  7    21.1833         .416702        1.025
                                  8   -37.55          -.695282       -2.1631
 3   51.9286        3.52974       4    3.09714         .258765        .599019
                                  5   -3.90952        -.107628       -.242069
                                  6   -4.25           -.125989       -.283983
                                  7    .995244         .0245282       .0548632
                                  8    22.2119         .515279        1.34442
 4   50.1857        3.39088       5    17.2214         .493512        1.2688
                                  6   -14.7167        -.454132       -1.13978
                                  7   -.864281        -.0221728      -.049592
                                  8    28.9857         .699954        2.1915
 5   79.2857        10.291        6   -21.1667        -.215219       -.492792
                                  7   -29.7143        -.25118        -.580759
                                  8    59.1191         .470401        1.19196
 6   54             9.55685       7    70.5            .641731        1.87103
                                  8   -49.8333        -.426977       -1.05583
 7   63.1429        11.4953       8    6.64286         .0473186       .105926
 8   57.1429        12.2124

         # OF ROWS =  7
```

TABLE 38

```
—> PROG:CORREL  FILE:CONII  ID:CORRELATION:  SURVEY, NCE, OBJECTIVES, MASTERY % - GR. 4- 6
                                                                      PAGE  1

A    MEAN          STD DEV        B   COVARIANCE     CORRELATION    T-TEST
—    ———————       ——————         —   —————————      ——————————     ———————

1    3.65167       .173144        2    .321909        .490392        1.7794
                                  3    .393546        .293913        .972381
                                  4    .0613034       .1035          .329062
                                  5    .546969        .233311        .758733
                                  6    .721818        .44349         1.56473
                                  7    .637273        .206074        .665957
                                  8   -.633183       -.230524       -.749157
2    47.55         3.79126        3    19.5891        .668129        2.83963
                                  4    4.03728        .311292        1.03586
                                  5   -4.67271       -.0910259      -.289049
                                  6    3.04544        .0854536       .27122
                                  7    21.7818        .321674        1.07432
                                  8   -35.2318       -.585795       -2.28567
3    49.3          7.7334         4    5.89456        .222814        .722771
                                  5   -23.9182       -.228421       -.741947
                                  6    10.5636        .145314        .464452
                                  7    .599991        4.34389E-03    .0137367
                                  8   -27.6454       -.225344       -.731414
4    48.3333       3.42088        5    21.5394        .465023        1.66106
                                  6    4.25455        .132306        .422099
                                  7    .109109        1.78578E-03    5.64715E-03
                                  8   -2.29091       -.0422148      -.133614
5    74.6667       13.5401        6   -2.18182       -.017142       -.0542157
                                  7    31.3636        .129691        .413613
                                  8    14.3636        .0668709       .211939
6    47            9.40019        7    35.5455        .211715        .685031
                                  8    73.2727        .49136         1.78403
7    36.5          17.8606        8    9.95456        .0351334       .11117
8    24.25         15.8638

         # OF ROWS =  12
```

TABLE 39

```
--> PROG:CORREL  FILE:JRHCON  ID:CORRELATION:  SURVEY, NCE, OBJECTIVES, MASTERY %-GR. 7-9
                                                                  PAGE  1

 A    MEAN          STD DEV      B   COVARIANCE   CORRELATION     T-TEST
---  -------        -------     ---  ----------   -----------    --------

 1   3.202          .350457      2   -.266        -.434964       -.836672
                                 3   -.816551     -.705336       -1.72341
                                 4   -.468999     -.314426       -.573699
                                 5    .523498      .0981124       .17076
                                 6   -.743        -.324444       -.594092
                                 7    1.539        .691754        1.65919
                                 8    1.805        .615593        1.35298
 2   45.6           1.74499      3    3.0325       .526084        1.07146
                                 4   -.667497     -.0898746      -.1563
                                 5    6.74998      .254069        .454991
                                 6    5.8          .508652        1.02327
                                 7    3.4          .306926        .558571
                                 8   -11.95       -.818512       -2.46776
 3   45.32          3.30333      4    10.6475      .757314        2.00858
                                 5   -15.165      -.301532       -.547764
                                 6   -3.85499     -.17859        -.314381
                                 7   -4.43501     -.21149        -.374789
                                 8   -8.02501     -.290365       -.525571
 4   45.8           4.25617      5   -44.375      -.684798       -1.62763
                                 6   -17.025      -.612145       -1.34084
                                 7   -5.425       -.200784       -.354997
                                 8    14.15        .397364        .75001
 5   73.6           15.225       6    14.6         .146751        .256963
                                 7    5.2          .0538015       .0933221
                                 8   -68.25       -.535793       -1.0991
 6   13.2           6.53452      7   -.1          -2.41065E-03   -4.17538E-03
                                 8   -38          -.695057       -1.67448
 7   17.4           6.34823      8    7            .131794        .230283
 8   9              8.3666

         # OF ROWS =  5
```

APPENDIX A

- Principal and Teacher Interview--Summary -

APPENDIX A

SUMMARY
PRINCIPAL AND TEACHER INTERVIEW

I. SAFE AND ORDERLY ENVIRONMENT — Item Data

Item						N
1. Place of Work	Not physically secure--fear is present	General insecurity numerous incidents occur	Secure from outside interference; occasional incidents	General security some interval student-related problems	Secure and safe building	79
*5.	1.3% -	10.1% -	26.6% *30.0%	25.3% 20.0%	36.7% 50.0%	20
2. Disciplinary	Chaotic, disorderly, frequent disruptions	Some order--frequent discipline problems and class interruptions	General order--discipline problems with a few students	Behavior generally acceptable--infrequent disruptions	Discipline is not an issue	79
22.	1.3% -	10.1% -	45.6% 15.0%	32.9% 45.0%	10.1% 40.0%	20
3. Responsibility	Cannot tell	Teachers alone without administrative support	Teachers with administrative support	Teaching staff and principal cooperate and share responsibility	Students, staff, administration and parents share responsibility	79
23.	-	5.1% -	30.4% 10.0%	43.0% 30.0%	21.5% 60.0%	20
4. Condition of physical plant	Unpleasant; poor light, heat, paint --unsafe areas	Generally not safe or clean	Generally safe and clean--plant neutral, doesn't interfere	Building clean, orderly, and well taken care of	Building neat, clean, comfortable and source of pride	79
24.	6.3% 5.0%	13.9% 5.0%	36.7% 15.0%	20.3% 35.0%	22.8% 40.0%	20
5. Learning	Students not motivated or interested in learning	Atmosphere not conducive to learning	Most students complete required tasks--students receptive but not enthusiastic	Students generally positive about learning	Most students eager and enthusiastic--positive feeling in school	79
25.	1.3% -	5.1% -	22.8% 5.0%	50.6% 70.0%	20.3% 25.0%	20
*31. *Approximate proportion of teachers adopting classroom rules*	*None* -	*A few teachers* -	*About half* 10.0%	*Most teachers* 5.0%	*All teachers* 85.0%	20

Question number on Principal's Interview.

BEST COPY AVAILABLE

II. SCHOOL MISSION

Item						N
6. Statement of Purpose that guides instruction	No written statement	Statement exists but does not guide	Statement guides some general decisions	Statement guides some instructional decisions	Statement is driving force behind instruction	79
6.	3.8% 5.0%	5.1% 5.0%	8.9% 10.0%	53.2% 50.0%	29.1% 30.0%	20
*7. Reading objectives taught at grade level	Rarely	Many students are not working on skills at their grade level	Students are taught skills as they are ready. Generally, grade level skills are the goal	Most students are working on skills	All students are taught skills at	79
	2.5%	8.9%	11.4%	36.7%	39.2%	
**7. *Extent teachers complete instruction in reading objectives*	*All teachers completed them.*	*Most teachers were able to complete them.*	*Some teachers were able to complete them.*	*Few teachers were able to complete them.*	*No teachers were able to complete them.*	19
	60.0%	35.0%	-	-	-	
**9. *Ample materials, supplies and equipment*	*A serious shortage of materials*	*Some materials are regularly not available*	*Necessary materials are usually available*	*Necessary materials most often available or expected to become available*	*All necessary materials are available*	20
	-	5.0%	25.0%	20.0%	40.0%	

* *Omitted in Principal's Interview.*
** *Omitted in Teacher's Interview.*

BEST COPY AVAILABLE

III. INSTRUCTIONAL LEADERSHIP

Item						N
*8. Description of instructional leadership	No centralized leadership--teachers act independently 3.8%	Instructional priorities set by others--no consistent leadership 6.3%	Some limited leadership provided by principal 6.3%	Principal leads by delegating and coordinating 44.3%	Principal is clear strong instructional leader 39.2%	79
9. Frequency of formal observations	One every two years or less 10.1%	One a year 16.5%	Two a year 43.0%	Three times a year 15.2%	Four or more 13.9%	78
11.	*10.0%*	*35.0%*	*35.0%*	*15.0%*	*5.0%*	*20*
*10. Formal observation process	No typical pattern 11.7%	Teacher informed--some kind of feedback may result 16.5%	Principal and teacher may arrange for observation--conference sometimes follows 17.7%	Principal and teacher arrange for observation--conference always 40.5%	Principal and teacher plan observation at a conference--a conference always follows 6.3%	78
12.	-	*5.0%*	*5.0%*	*55.0%*	*35.0%*	*20*
*11. Description of post-observation feedback	Little or none 5.1%	General--does not focus on instruction 7.6%	Feedback treats instruction in a general way 10.1%	Feedback is mostly on instruction--strength and weaknesses are discussed 69.6%	Emphasis is instruction--pre-observation plan is followed--improvement plan cooperatively developed 5.1%	77
*12. Principal's visibility	Principal is not usually visible 1.3%	Can be found--but seen infrequently 3.8%	Occasionally seen around the school 15.2%	Frenquently and regularly seen at specific locations 22.8%	Principal is highly visible in all school areas 57.0%	79
13. Principal's requirements	Does not require or monitor plans 44.3%	Expects planning to exist, seldom reviews them 22.8%	Requires planning and occasionally reviews plans 17.7%	Requires plans, reviews them regularly--gives feedback occasionally 13.9%	Requires and reviews regularly--discusses with teachers in relation to instructional strategies 1.3%	78
13.	-	*5.0%*	*40.0%*	*40.0%*	*15.0%*	*20*

* *Omitted in Principal's Interview.*

BEST COPY

III. INSTRUCTIONAL LEADERSHIP (CONT'D)

Item						N
14. Frequency of teacher's request for instructional help from principal	Very seldom or never	Rarely	Occasionally--related to special circumstances	Some discussions but principal not important resource person	Frequently the principal is an important resource person	79
	11.4%	11.4%	40.5%	6.3%	8%	
14.	*-*	*-*	*45.0%*	*40.0%*	*15.0%*	*20*
15. Principal's role in the use of test results	Principal discourages test score analysis	Mildly interested; data reported with no follow-up	Reports test results --little analysis or discussion	Sees results as meaningful and reviews them regularly with faculty	Puts emphasis on test results--uses results for program improvement	78
	-	1.3%	11.4%	46.8%	40.5%	
16. Principal's role in making teachers accountable for achievement	Principal does not discuss issue	Occasionally discusses teacher responsibility in general for achievement	Often discusses relationship between teacher performance and student achievement	Stresses teacher responsibility for achievement, and they feel accountable	All teachers feel accountable for achievement due to principal's frequest stress on individual responsibility	78
	-	15.2%	21.5%	30.4%	31.6%	
17. Faculty meetings and instruction	Instructional matters seldom discussed	On occasion an instructional issue will be presented	Instructional issues occasionally on agenda--no depth	Discussion and planned agenda often focus on instructional issues	Usual focus is instruction--in-depth discussion	79
	3.8%	7.6%	11.4%	51.9%	25.3%	
15.	*-*	*-*	*5.0%*	*25.0%*	*70.0%*	*20*
**10. Discussion of instructional improvement*	*No real communication among teachers and no initiative by principal*	*Some formal discussion initiated by principal but not ongoing*	*Occasional formal and formal discussion initiated by principal*	*Principal takes active role in meeting teachers*	*Frequent principal-led discussion--a high priority*	*20*
	-	*5.0%*	*5.0%*	*45.0%*	*45.0%*	

**Omitted in Teacher's Interview.*

BEST COPY

IV. HIGH EXPECTATIONS

Item											N
18. Percentage expected to achieve mastery of basic skills	0-30%		31-50%		51-75%		76-89%		90-100%		79
16.	1.3%	-	-	*5.0%*	21.5%	*10.0%*	62.0%	*60.0%*	13.9%	*25.0%*	*20*
19. Perception of teacher responsibility for basic skills achievement	No particular responsibility		Responsible for normal cure distribution		Responsible for skills mastery according to individual expectancy levels		Responsible for most students mastering grade level skills		Responsible for skills mastery for all students at grade level		76
17.	1.3%	-	2.5%	-	26.6%	*5.0%*	41.8%	*50.0%*	1.3%	*45.0%*	*20*
20. Relationship between retention rate and low income	Only low income students retained		Many more low income students retained than other students		More low-income children retained but there has been improvement		Approximately proportional numbers are retained		Proportions are equivalent--students not mastering basic skills are retained		71
18.	-	-	-	*25.0%*	10.1%	*20.0%*	22.8%	*45.0%*	57.0%	*10.0%*	*20*
21. Percentage expected to complete high school	0-50%		51-75%		76-85%		86-95%		96-100%		79
20.	2.5%	*10.0%*	24.1%	*5.0%*	43.0%	*45.0%*	26.6%	*35.0%*	3.8%	*5.0%*	*20*
22. Relationship between discipline and low achievement	Low achieving cause most discipline problems		Low achieving students present frequent problems		Low achievers cause slightly more problems than others		No relationship between low achievers and problems		Few discipline problems--no relationship to achievement		79
21.	6.3%	*5.0%*	16.5%	*15.0%*	29.1%	*20.0%*	45.6%	*50.0%*	2.5%	*10.0%*	*20*
**19. Perception of teachers' expectations of pupil achievement*	*Low expectations in general*	-	*"Realistic" based on student charac-*	-	*Moderate for almost all teachers*	*15.0%*	*High for most teachers*	*50.0%*	*High for almost all teachers*	*35.0%*	*20*

**Omitted in Teacher's Interview.*

BEST COPY

IV. HIGH EXPECTATIONS (CONT'D)

Item						N
23. Description of grouping for..	Homogeneous long-term ability grouping	Two homogeneous ability groups	High, middle, and low groups	Some large-group instruction followed by small homogeneous instruction	Initial instruction to heterogeneous large group follow-up ad hoc skill groups	79
33.	3.8% -	2.5% -	11.4% -	48.1% 45.0%	34.2% 40.0%	17

BEST COPY AVAILABLE

V. OPPORTUNITY TO LEARN AND TIME ON TASK

Item						N
*24. Determination of allocated time	Individual teachers make allocations	General guidelines; Teachers in partial compliance	Principal develops a general schedule with recommended time allotments	Principal and teachers agree on time allotments--schedules are monitored	Principal and teachers set allocated time for each skill area--schedule monitored and valued	79
	10.1%	21.5%	15.2%	34.2%	19.0%	
25. Interference from outside interruptions	Frequent unplanned interruptions interfere with instruction	Assemblies, shortened classes, etc. could be avoided	Regular but not frequent planned interruptions	Occasional interruptions with advanced notice but, if possible, basic skill time is not interrupted	Basic skill time rarely interrupted	79
34.	10.1% -	3.8% -	26.6% *30.0%*	38.0% *55.0%*	21.5% *15.0%*	*20*
26. Pull-out programs	Interfere with basic skill instruction	Occasionally interfere for some students	Some interfere and others supplement	Generally supplement basic skill instruction	Supplement and enhance basic skill instruction	77
35.	1.3% -	25.3% *10.0%*	21.5% -	34.2% *45.0%*	15.2% *25.0%*	*17*
27. Interruption from students	Constant student interruptions	Class interruptions occur regularly	Interruptions occur occasionally	Few interruptions; most behavior is appropriate	Almost all students on task--very few off-task interruptions	79
36.	1.3% -	11.4% -	44.3% *15.0%*	25.3% *35.0%*	17.7% *50.0%*	*20*
28. Percentage of time students do seat work	90% or more	89-75%	74-50%	49-30%	29% or less	78
37	1.3% -	7.6% *15.0%*	32.9% *40.0%*	39.2% *20.0%*	17.7% *25.0%*	*20*

**Omitted in Principal's Interview.*

BEST COPY

V. OPPORTUNITY TO LEARN AND TIME ON TASK (CONT'D)

Item						N
*29. Description of instruction	Lessons are unstructured 6.3%	Much independent student work 16.5%	Combination large and small group presentation and practice 16.5%	Presentation, practice, occasional feedback 59.5%	Presentation, practice, feedback performance 1.3%	78
**26. *Effect of "Pull-out" programs on basic skills improvement*	*Very Effective* 10.0%	*Somewhat Effective* 55.0%	*Uncertain* 10.0%	*Somewhat Ineffective* 5.0%	*Ineffective* -	16
**28. *Approximate proportion of teachers' increasing instructional time*	*All teachers* 20.0%	*Most teachers* 65.0%	*About half* 5.0%	*A few teachers* 5.0%	*None* 5.0%	20
**32. *Approximate proportion of teachers typically using "whole-group" instruction*	*All teachers* 65.0%	*Most teachers* 20.0%	*About half* 5.0%	*A few teachers* 5.0%	*None* 5.0%	20

*Omitted in Principal's Interview.
**Omitted in Teacher's Interview.*

VI. FREQUENT MONITORING OF STUDENT PROGRESS

Item						N
30. Frequency of assessment in basic skills	No systematic assessment 1.3%	General assessment each marking period 1.3%	Skill assessment every two months 3.8%	Skill assessment monthly 10.1%	Skill assessment weekly or following instructional unit 82.3%	78
* 31. Method of assessment of basic skills	No systematic assessment 1.3%	Informal daily work is corrected 5.1%	Chapter or unit tests 17.7%	Criterion-referenced testing in one or more skill areas 6.3%	CRT in audition to other methods (work samples, mastery lists) 69.6%	79
* 32. Use of skill progress information	To assign grades -	For grading and grouping 2.5%	To plan general classroom lessons 2.5%	To plan lessons for groups, give general feedback and modify instruction 39.2%	For individual diagnosis and prescription 55.7%	79
**38. *Use of standardized test results*	*Not used* -	*Review of results not systematic or specific* -	*Results used for program evaluation by principal--teachers occasionally review them* -	*Results systematically reviewed by principal and teachers* *30.0%*	*Used to evaluate program objectives and to modify program* *70.0%*	*20*
**29. *Sources of information about student reading progress*	*Reading Charts in Classroom*	*Reading Cards*	*Discussions with teachers*	*Observation of Students*	*Interim Competency Tests*	*20*

Omitted in Principal's Interview.
**Omitted in Teacher's Interview.*

BEST COPY

*39.	Assessment of student progress in basic skills	No systematic assessment	Progress checked informally. Correcting students' daily work is usual method.	Chapter/unit tests; teacher-made tests used occasionally	Chapter/unit tests; teacher-made tests used regularly	Multiple assessment methods used systematically.	20
		-	-	5.0%	15.0%	80.0%	
*40	Record of student mastery of reading objectives used to provide feedback to students	District-mandated card kept. Few students got information.	Reading card kept; a few classroom charts used. Some students got information.	All teachers used reading cards; many sent checklists home and used classroom charts. Many students got information.	Reading cards, take-home skills checklists and classroom charts typically used. Most students got feedback.	All teachers maintained reading cards; used checklists/letters; posted charts in classroom and informed all students.	20
		-	-	5.0%	30.0%	60.0%	

*Omitted in Teacher's Interview.

VII. HOME-SCHOOL RELATIONS

Item						N
*33. Description of activities of parent organization	No organization	Small and inactive	Relatively active, mostly social	Active, many parents involved, sponsors school programs	Highly active--parents understand and promote the school's program	77
	5.1%	16.5%	32.9%	40.5%	2.5%	
34. Extent of parent involvement	Little involvement	Occasional involvement at planned functions	More widespread formal involvement	Active group but limited direct involvement	Direct support and involvement from most parents in instructional program	77
41.	6.3% *5.0%*	26.6% -	24.1% *15.0%*	26.6% *45.0%*	16.5% *35.0%*	*20*
35. Percentage of parents at parent-teacher conference	0-25%	26-50%	51-75%	76-90%	91-100%	78
42.	51.9% *5.0%*	27.8% *15.0%*	11.4% *45.0%*	5.1% *25.0%*	2.5% *5.0%*	*19*
*36. Content of typical parent-teacher conference	No regularly schedule conferences	Prents visit briefly and view work	Teachers explain grading and answer general questions	Discussion about specific achievement issues and plans for home-school improvement of skills	Open two-way communication related directly to plans for achievement and home-school support	78
	-	8.9%	11.4%	36.7%	43.0%	
37. Methods for parent-teacher communication	Little or no communication	Report card	Communication primarily at scheduled conferences	Formal and informal conferences and phone calls initiated by parents and teachers	Varieties of techniques by both teachers and parents including visits	78
43.	- -	13.9% -	19.0% *10.0%*	31.6% *30.0%*	34.2% *60.0%*	*20*

Omitted in Principal's Interview.

BEST COPY

VII. HOME-SCHOOL RELATIONS (CONT'D)

	Item											N
*38.	Frequency of parent-initiated conferences	Infrequent crisis-oriented		A few parents make a few contacts		Some parents make many contacts		Many parents make few contacts		Many parents make many contacts		78
		25.3%		40.5%		21.5%		7.6%		3.8%		
39.	Homework policy	No policy		Homework assigned but no schoolwide system		Homework regularly and systematically assigned--no written policy		Policy exists		Policy is implemented and monitored		79
44.		1.3%	-	11.4%	-	21.5%	*5.0%*	38.0%	*15.0%*	27.8%	*80.0%*	*20*
*40.	Parents' role in homework policy	No policy		Parents are aware		Parents generally supportive		Most parents accept monitoring role		Parents very supportive and work together with teachers		77
		6.3%		21.5%		35.4%		21.5%		12.7%		
41.	Percentage of students completing homework	0-25%		26-50%		51-75%		76-95%		96-100%		78
45.		6.3%	*10.0%*	21.5%	*60.0%*	21.6%	*25.0%*	32.9%	*5.0%*	6.3%	-	*20*
42.	Perception of parent rating of school	F		D		C		B		A		78
46.		5.1%	-	12.7%	-	31.6%	-	39.2%	*85.0%*	11.4%	*15.0%*	*20*
** 59.	*Primary means by which parents were contacted about project*	*Newsletters*		*Conferences*		*Meetings*		*Letters*		*Other*		*20*
			5.0%		*10.0%*		*15.0%*		-		*70.0%*	

*Omitted in Principal's Interview.
***Omitted in Teacher's Interview.*

BEST COPY

VIII. PROJECT PROCEDURES/CLIMATE FACTORS

Item						N
49. Teachers' role in determining *61.* priorities	Very great role 13.9% *55.0%*	Great role 39.2% *45.0%*	Uncertain 20.3%	Very limited role 24.1%	No role at all 2.5%	79 *20*
*50. Teachers' role greater than past	Definitely Yes 22.8%	Possibly Yes 15.2%	Uncertain 30.4%	Possibly No 16.5%	Definitely no 12.7%	77 *20*
51. *62.* Rating of schools' inservice programs	Excellent 16.5% *60.0%*	Very good 38.0% *35.0%*	Satisfactory 22.8% *5.0%*	Somewhat Satisfac- 15.2%	Unsatisfactory 7.6%	79
53. Teachers planned together more *64.* than in past	Definitely Yes 41.8% -	To some degree 19.0% -	Uncertain 8.9% -	Not very much 13.9% *5.0%*	Not at all 15.2% *95.0%*	78 *20*
54. 65. Time requirements for project greater than anticipated	Yes. Much more. 25.3% *75.0%*	Yes. Generally more than anticipated. 25.3% *15.0%*	About what was anticipated. 26.6% *10.0%*	No. Somewhat less than anticipated. 10.1%	No. Not more than anticipated. 12.7%	79 *20*
*55. Willingness to commit time	Definitely Yes 40.5%	Possibly Yes 21.5%	Uncertain 12.7%	Possibly No 7.6%	Definitely no 17.7%	79
*57. Project meeting expectations	Definitely Yes 27.8%	Possibly Yes 24.1%	Uncertain 19.0%	Possibly No 8.9%	Definitely No 20.3%	79

*Omitted in Principal's Interview.

BEST COPY

VIII. PROJECT CLIMATE FACTORS

Item						N
*1. Factors influencing project participation	Superintendent's requirements 5.0%	Interest in Effective Schools research 30.0%	Pressure from Administration to raise test scores 10.0%	Pressure from Community to improve school -	Other 55.0%	20
*2. First idea of how effective project would be in school	Very Effective 40.0%	Effective 30.0%	Somewhat effective 20.0%	Partly Effective 5.0%	Not at all Effective -	20
*3. How has your opinion changed?	Much more Positive 60.0%	Somewhat more Positive 30.0%	No Change 5.0%	Somewhat less positive 5.0%	Much less positive -	20
*4. Staff's attitude	Very Positive/ Highly Favorable 35.0%	Positive/ Favorable 60.0%	Neutral/ Unconcerned 5.0%	Negative/ Unfavorable	Very Negative/ Highly unfavorable	20

* Omitted in Teacher's Interview.

BEST COPY

IX. PROJECT IMPACT

	Item						N
*43.	Staff's attitude toward PROJECT PERFORM	Very Positive 15.2%	Positive 39.2%	Neutral Unconcerned 19.0%	Negative 13.9%	Very Negative 12.7%	79
*45.	Accomplishment of Project	Definitely Yes 50.6%	Possibly Yes 10.1%	Uncertain 12.7%	Possibly Not 8.9%	Definitely No 17.7%	79
**50.	*Proportion of students showing improvement in READING*	*All students* -	*Most* -	*About 1/2* *25.0%*	*A Few* *70.0%*	*None* *5.0%*	*20*
**51.	*...ARITHMETIC SKILLS*	-	*5.0%*	*35.0%*	*60.0%*	-	*20*
**52.	*...ATTENDANCE*	-	-	*20.0%*	*55.0%*	*10.0%*	*20*
**53.	*...MOTIVATION TO LEARN*	-	-	*25.0%*	*60.0%*	*15.0%*	*20*
**54.	*...BEHAVIOR IN CLASSROOM*	-	*5.0%*	*5.0%*	*85.0%*	*5.0%*	*20*
**55.	*...BEHAVIOR OUTSIDE THE CLASSROOM*	-	-	*10.0%*	*80.0%*	*10.0%*	*20*
**56.	*...COMPLETION OF HOMEWORK*	-	-	*25.0%*	*65.0%*	*10.0%*	*20*
**66.	*Recommend other schools join the project*	*Definitely Yes* *90.0%*	*Probably Yes* *10.0%*	*Uncertain* -	*Probably No* -	*Definitely No* -	*20*

* Omitted in Principal's Interview.

** *Omitted in Teacher's Interview.*

BEST COPY

- PROJECT PERFORM -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW

TEACHERS' INTERVIEW
Responses: Questions 44-62

CLEVELAND PUBLIC SCHOOLS
June 1984

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 44--

44) Why do you feel that the staff felt this way?

- Everyone behind it--pulling together on mission.
- Developed positive attitude--staff saw it beneficial in reaching their objectives.
- Not explained--not part of it (staff)
- Possible - uniformity - success - for achievement in reading and math.
- Not properly informed--Staff not communicated with as to what it was.
- Little involvement of staff--Not enough information on Project
- Teachers planning to do more coming year--Want to do more--Looking forward to test scores going up as they have this year.
- Teachers--share, enthusiastic work on tasks together--Teachers all cooperate plan together--Advanced planning by teachers.
- Attitudes positive, willingness on part of staff to work on Project Perform--Willing to give time.
- Lot of communication on project--Staff gave feedback on project--Little negative response--Attitude positive on part of staff according to meetings and surveys.
- Pulls staff together--Communication (lots) going on among teachers.
- Staff involved--A role to play--Committed to Project.
- Poor communication in the beginning as to what it was about--Not set-up properly.
- Increased awareness to improve school climate--Participation by staff--Cohesiveness occurring--More sharing of ideas--Supportive of grade level meetings.
- Most do not understand the Project--Indifferent toward change.
- Like workshops--Everyone doing assertive discipline--Pride committee work.
- See results from Project--Need for Project Perform--Staff dedicated and highly motivated by administrators in Project.

Responses to Question No. 44--

44) Why do you feel that the staff felt this way?

- Have come together--Needs existed--Staff committed to it--their objectives--improvements evident in achievement, discipline, attendance.
- Big increase in scores in reading and math as opposed to last year--See attendance improve--better staff cooperation--more innovation in classroom.
- Each classroom written mission--specific expectation for teachers, students and administrators.
- They want the Cleveland Board of Education to succeed in raising the level of education for all students. When our scores improve our image as teachers improve.
- Most people believe in the effective-schools concept.
- Lack of improvement, follow-through--View school as 9-2 is job.
- They show improvement.
- Conversation with teachers expression opinion--informal.
- General atmosphere working towards final result--need more written communication--like a newsletter, teachers need to be informed--goals, etc.
- Attitudes
- Planning for the kids--work they can do--made aware of some issues--kids seem to be receptive--awards frequently.
- The project is new. Still learning its functions. They feel more positive than negative.
- A sense of ownership. It reinforces and supports ways to help students achieve and succeed.
- The program is supposed to go into effect next year. I don't feel the staff has faith that their recommendations will change our problems. They, however, feel the project has helped our dilemma.
- There has been enthuisiastic communication by the staff during unassigned times.
- The staff saw some improvement in student accomplishment. There were also some effective teaching strategies disclosed.
- The Project Perform Committee was enthuisiastic. The principal had a positive attitude. The pre-school in-service was valuable.

Responses to Question No. 44--

44) Why do you feel that the staff felt this way?

- Staff members were concerned about each student's achievement.
- There was an improved learning climate in which pupils were made aware of educational goals and expectations. This being constantly reinforced, the students (most) set higher goals for themselves.
- No sufficient changes can be seen since the program started.
- The faculty went to a weeks conference during the summer; many ideas, attitudes, togetherness were developed.
- Most staff members attend the meetings and used the program in their classroom.
- Many positive results have occured through "Project Perform"; children have achieved and maintained reading skills.
- I think that the staff sees the difference Project Perform makes in the effectiveness of the school and the motivation of the children to achieve.
- The feed-back from committees and workshops was positive.
- Each person was told what was expected and given specific goals. We were, generally, all united in trying to accomplish the same goal and specific methods were presented whereby we could succeed. We were aware of having many additional resources behind us.
- This is a very positive working staff.
- I think because of the attitude of the principal and writing team--we were geared up to make this project work. Through inservice sessions we were able to try and improve our techniques in the classroom, to work toward student improvements.
- Staff was very excited because they were involved in the project and thus they felt very positive.
- The achievement of the students could be interpreted as being quite improved causing the teachers to develop a positive attitude towards Project Perform.
- Because of staff having input into the program, the staff feels ownership in the program.
- Teachers placed more emphasis on student achievement--show more of an interest of the needs of the students.

Responses to Question No. 44--

44) Why do you feel that the staff felt this way?

- The staff felt positive about Project Perform because it helped the motivation of the students and gave them more to strive for.
- For the first time, everyone seemed to be working together toward a common goal.
- The program was not presented as clearly as it could have been--many teachers seem unenthusiastic about doing anything beyond the daily minimum requirements.
- Project Perform has increased student attendance and pride. Students have become more cooperative and respectful towards teachers through this program.
- The assets received from the project are conducive toward the students needs and achievement.
- Administration pushed--sold program to staff
- 1) People not actually sure about program; 2) that interested persons in program rather than mandatory involvement
- Awareness of work put into project; recognition of attempt to improve system
- Strong department leader actually concerned in student achievement
- Staff aware of its mission; everyone has own objectives they wish to accomplish; new program is accepted if it helps in their objectives
- Personalities involved; times and type of meetings developed; lack of specific concrete things which may be applied for much esoteric stuff which can't be applied
- Some do not become involved in project meetings; too many neutral
- Involved: know much about project
- Coming to grips at beginning of year helped with soul-searching, re-directing goals; got more specific; think through implementation; forced to look at self and think "how to get results desired"
- Meetings/workshops provide feedback; work with Staff-Led Team; materials received; understand what the project means
- Everyone's "gung ho"--always want to be on task--re: attendance, higher achievement for students and self
- Staff is used to following directions and doing what they're told to do--principal sold the program

Responses to Question No 44--

44) Why do you feel that the staff felt this way?

- Felt project would better student; basically doing something with more money; attendance and grades up to some degree
- Felt project improved performance, school atmosphere and perception of school
- Staff cares about kids, education; looking for ways to improve competency of kids; respect principal who presented program idea
- Good committee; active; feedback given; remaining staff able to participate
- Staff cooperates in number of areas; meet in teams; communicate with home; have high expectations for students; good building leadership
- Kept staff aware; project is open; feedback is given; 7th graders secure to self-government--plan to expand program to 8th graders
- Needed more specific direction with project provider; goals to work toward
- So many are giving extra time, money, travel, meetings
- Everyone wants changes; teachers have noted attendance changes over years; wanted to address change
- Felt they needed 1st year to get project off ground; hope to be in full-swing by September; building foundation
- Because of responsibility, they'd have to maintain; more work (documentation); dislike time after school for meetings
- Gives objectives--work toward same goals--same direction--grade level consistency
- Everybody interested in making things work; majority of staff attends meetings, gives ideas, shares and set skills/plans areas

- TEACHERS -

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 46--

46) If yes, describe what was accomplished. (Improve student achievement; further staff cooperation; improve parent involvement; motivate students)

1. Student attendance has improved--discipline/order in building has improved. Teaching reading improved thru better staff communication and sharing of ideas--accountability on objectives.
2. Reading scores, attendance, motivational
3. Helps to unify staff--not alone--beginnings of staff becoming enthusiastic about student learing and concern.
4. Better coordination with grade level--i.e., policy and procedures.
5. Improved student achievement.
6. Student attendance improved, student performance better--high interest--when comparing test scores 82-83 with 83-84 shows significant improvement.
7. Improvement in student achievement and test scores--Project gave us a model on which to work.

- Improve student achievement--staff cooperation excellent--Some more parental involvement--Students motivated as a result
- Improved student behavior--More enthusiasm on part of students--Students pride--Mannerly and cooperative on part of students.
- Climate--staff getting together--achievements many for better communications--students too--Inservice skill development--grade level leetings--principal is instructional leader in achieving parent group involvement
- Some student achievement
- Improved instruction
- Student behaviors improved--goals on behavior--children responded to rewards.
- Improved staff cooperation--parent involvement--students motivated to behave because of behavior olympics.
- Mastery level and standardized scores up--attendance up--discipline problems reduced--environment more conducive to learning--students show more pride in school.

Responses to Question No. 46--

46) If yes, describe what was accomplished. (Improve student achievement; further staff cooperation; improve parent involvement; motivate students)

- Students more work oriented--awards (more) this year--more parental concern--pervasive sense of pride being at Walton--input on improving discipline.
- Big increase in scores in reading and math as apposed to last year--see attendance improve--better staff cooperation--more innovation in classroom
- Test scores up--achievement up
- The parents, students and teachers show improvement in quality of education and test scores
- Staff development in the area of "Reading in the Content Area" was helpful to all who participated
- Improve students achievement--Staff cooperation--Motivated students
- Attendance awards--recognition--staff worked with each other--informed staff
- Inservice for staff on expectations--techniques on motivating students
- More parents involved--some attendance improvement--some improvement in instruction--improved reading--improved climate of school
- Project Perform accomplished all of the above. I think it improved student achievement, and motivated staff to become involved in the above.
- Students did achieve, generally there were less problems. Emphasis placed on achievement.
- Improved student achievement, but it's hard to evaluate if the competency guides or project perform attributed to the success. Staff always cooperates. Students seem more positive.
- There was improved student achievement and good staff cooperation.
- Number of below average scores decreased on CTBS. Both parents and students have expressed concern and desire to pass basic skills.
- Most students showed improvement in reading and math.
- There was improved student achievement with sights set on Merit Roll and Honor Roll recognition and names on bulletin boards and in newsletters. Teachers were sharing techniques to a greater degree. There was more visible parent interest and support of when visited by the school--but this is still an area of concern.

Responses to Question No. 46--

46) If yes, describe what was accomplished. (Improve student achievement; further staff cooperation; improve parent involvement; motivate students)

- No accomplishment

- The goals for improving discipline, raising test scores and improving attendance were met.

- Student achievement was improved to some degree. Parents were cooperative 100% in helping and serving on special programs. Most teachers cooperate and help if you ask them to do so.

- Students have been highly motivated--it has helped pupils to achieve on an individual basis and made them aware of their strengths and weaknesses.

- Students were motivated and rewarded for accomplishments. The staff was united in their goals and really worked together. The parents are definitely more involved and the student achievement was raised.

- Improved student achievement; high teacher expectations; improved attendance.

- This year we had improvement in time-on-task; improving student achievement and greater staff cooperation. Students were motivated more.

- This program improved student achievement and staff cooperation. This staff as a whole--has worked very hard individually and as a group for the improvement of skills.

- We were able to become aware of: 1) teaching skill or awareness --better improved teacher. 2) Motivates students to learn--work harder to pass skills. 3) Motivate other teachers to share methods of teaching plus share instructional resources. 4) My class was highly motivated to pass skills and put pressure on parents to help them to pass.

- Staff were cooperative and interacting more with each other. Atmosphere felt more positive.

- All of the above.

- The principal's involvement in the awarding of certificates-- staff worked together on grade level--making up tests and then implemented the tests together. Principal and staff worked together on skill development at home school.

- Test scores went up--Attendance of teachers has improved along with students--Staff has been working together on a regular basis.

Responses to Question No. 46--

46) If yes, describe what was accomplished. (Improve student achievement; further staff cooperation; improve parent involvement; motivate students)

- It helped to accomplish better attendance, motivate students and bring the staff more together.

- There was greater staff cooperation because there was a common sense of mission or a central goal. This in turn, led to greater expectations for the students.

- Improved attendance; improved attitude toward attendance

- Improved student achievement through better attendance. Able to motivate students through new teaching techniques.

- Improved students' achievement and motivation.

- Set goals and guidelines; issued purpose for school

- Awareness of school problems-- set tentative plans to take care of them

- Uncertain

- Heightened sense of awareness--re: value of learning, basic skills, motivation, attitude

- Via Staff-Led Team teachers made more aware of tasks; talked about general goals wich override personal objectives; served as gel to hold whole staff together

- Varies from individual to individual

- Increase in reading scores; motivation increased; pride in school

- More awareness of what children can do; children made to feel everyone can succeed

- Reading scores were improved; attendance improved

- Attendance up; children striving; grades improved; children motivated

- Improved achievement, test scores, attendance; improved contacts between parents and school (telephone, written positive comments 3-times 1-year)

- Better attendance; 3 parent contacts per year made which motivated students with reward for attendance each month

- Scores on tests higher; staff more concerned, professional

- Reading scores improved; more concentrated effort to be goal oriented. Staff works close together in teams; communication (school theme) improved. Contests used to motivate students

Responses to Question No. 46--

46) If yes, describe what was accomplished. (Improve student achievement further staff cooperation; improve parent involvement; motivate students)

- Reading level raised; able to do better on competency tests
- Improved student achievement; better staff cooperation; overlapping of discipline; opportunity for learning; monitoring of progress; gains on tests
- Reading scores improved; students grouped better according to abilities; mastery learning model presented to focus on "taking students where they are
- Most goals were reached; teacher expectations raised; scores up; attendance better; more positive attitudes; discipline improved; school spirit starting to show
- Teacher attitudes; behavior of students and climate improved
- Got off ground in addressing changes; unified teachers in building
- Helped teachers be more tuned in to learning and achievement; centralized point to focus on; written guidelines generated
- Principal more visible; more organized; parent/teacher/administration communication better; more monitoring of students; materials provided for student remediation at each skill area; framework with mission and objectives
- Student achievement improved; more interaction/cooperation of staff; parents encouraged to be involved; awards/rewards to motivate students
- Some improvement in achievement due to concentrated effort to make things work; feedback useful; staff cooperation on bigger level resulted - (cross grade line communication)

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 47--

47) If no, why was little/nothing accomplished.

- Little action visible or coordinated--Plans too general--Leadership lacking
- Not properly informed--Staff not communicated with as to what it was. Lack of knowledge--More direction was needed.
- Little involvement of staff--Not enough information on Project.
- No parent involvement in homework input
- No real commitment from staff--Follow through not internalized yet, just there.
- Because our main problem of a poor learning climate still exists because of poor administration policy on discipline.
- It is extremely difficult to overcome the tremendous apathy of the students.
- Inferences was put on passing competency tests and standardized tests--as a result, achievement scores improved.
- Forty-seven unable to answer.
- Uncertain
- Personalities involved; times and type of meeting developed; lack of specific concrete thing which may be applied for more esoteric stuff which can't be applied

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 48--

48) What did the Project Planning/or Staff-Led Team do in this school this year? (Listen for deciding on priorities; determining activities; communicating to staff)

- 1 Organizing tests by teachers and the sharing of them by staff. Workshops on discipline--behavior--reading--community involvement in informed get-togethers.
- 2 Staff development--listed priorities--worked with teachers
- 3 Not aware of what they were supossed to do
- 4 Held meetings--other school project visitations--no movement in school when planned or taken.
- 5 Held workshops--grade-level meetings
- 6 Schedules--Workshops
- Held meetings--Discussed school visitation
- Inservice for staff--Planning program for students
- Workshops--Speakers
- Effected project plan
- Coordinated with Project Perform--Curriculum development--Brought in consultants from central office
- Did some activities, i.e., PRIDE Committee action management staff
- Brought ideas to use in classrooms--most time on writing proposal--participated in meetings--established committees for planning activities
- Don't know what they did
- Developed Pride Committees--improving reading, climate, attendance--developed assertive discipline program
- Provided resources for instruction for staff--team served as resource persons--Provided updates on project--also feedback
- Clustered skills by grades--organized all activities and objectives--helped implement all proposal objectives--did Needs Assessment Skills--extablished priorities

Responses to Question No. 48--

48) What did the Project Planning/or Staff-Led Team do in this school this year? (Listen for deciding on priorities; determining activities; communicating to staff)

- Determined activities with staff--feedback to staff
- Brought in resource people for inservice--helped initiate staff to project
- Staff development for Reading in Content Area--Attendance promotions--Newsletter to parents
- a) Staff Development (Reading) b) Attendance Motivation Awards for students c) Newsletter was sent to all parents to inform them of school activities
- 22 Series of meetings--formulated plans and activities that never got off the ground--Conducted Needs Assessment--Some poor inservice held
- 23 Decided priorities--Communicated to staff
- 24 Started what they're doing at faculty meetings--Communicated well with staff--Worked on attendance--Push on math and English
- 25 Involved school inservices--Set-up contests for achievement and attendance
- 26 Set-up inservice--did surveys
- Staff-Led Team attempted to involve the students, staff, parents and all concerned to become involved in our school. They provided outstanding literature to assist all. Reassurred all involved to make for a better learning and pleasant program. (Students were their 1st priority)
- Provide leadership, feedback and support
- Provided learning incentives and wrote a plan for next year. Provided in-service and boosted the morale of the school.
- Worked hard on presenting a positive feeling about the school and learning. Tried to make students feel more positive about themselves.
- Organized project planning and served as clearing house for staff ideas.
- Communicated with rest of staff. Surveyed and tabulated staff concerns to formulate objectives for our proposal.
- Established a building theme; determined to emphasize the mastery of basic reading and math skills; recognized student achievement through assemblies, newsletters and bulletin board displays; solicited parent involvement; had a school mission.

Responses to Question No. 48--

48) What did the Project Planning/or Staff-Led Team do in this school this year? (Listen for deciding on priorities; determining activities; communicating to staff)

- On the fourth grade level teacher discussed priorities during the year. Focus will be on fifth grade next school year.
- Assertive discipline; mastery of skills (Reading and Math).
- We planned monthly inservice meeting to inservice teachers and also to review plans for the program (2-hours).
- Many workshops were held in and out of building to help accomplish the mission; staff relationships were enhanced.
- Set goals/objectives--Utilized and put into action our objectives in our proposal (and many other things were done).
- Formed committees to determine activities and communication and feedback to staff. More inservice.
- Our Staff-Led Team and Project Planning Teams--a) planned inservice instructional meetings; b) attended workshops; c) scheduled teacher exchange programs in the building; d) presented demonstrations to the faculty.
- The Staff-Led Team planned well for resource people to come and inservice us,(example: Dave Cox and assertive discipline).
- Provided inservice classes to enhance methods of teaching basic skills.
- Parents were involved in learning activities--staff was involved in inservice and helped to determine priorities.
- Inservice seminars with college reading professors, as well as various reading and math specialists coming in from the Cleveland Board of Education Reading Department. "Career Day" and many other inservice
- Staff teamed together selections characteristics of effective schools to work on and then developed objectives around each--this was then shared with total staff and parents.
- Worked on present involvement, improving skills on reading; safety--worked on setting up calendar of events on test scores and grading--staff was kept informed through written materials and faculty meetings.
- This year they organized an attendance policy with awards and communicated with the staff about the atmosphere of the school.
- There was a decision made on priorities and then these priorities were carried out.

Responses to Question No. 48--

48) What did the Project Planning/or Staff-Led Team do in this school this year? (Listen for deciding on priorities; determining activities; communicating to staff)

- Nothing that I know of.
- Brought in consultants with new ideas and views that could be tried and used in the classroom.
- Very positive planning for student involvement--to gain knowledge and better achievement.
- Worked in coordination with Project Perform
- Had meetings and workshops; tried to get cohesiveness among staff
- Tried to improve situations in building; are aware of problem in building; results not evident; not certain of influence they have to carryout suggestions
- Held variety of meetings; formulated institutional goals; distributed materials to assist teacher with planning and carrying out assignment
- Held several workshops focusing on teaching and other objectives--i.e., discipline
- Put on number of meetings; shared general information; little application to practical problems
- Meetings held; emphasis on upgrading student progress; student awareness increased via posters, speakers; emphasis key teachers
- Not sure (new to staff)
- Several inservice meetings; more aware--re: use of tests; classroom management techniques to strengthen areas needed; gave direction
- Many things--collected data on teachers' needs/wants; proposal written; input re: school given; problem brought to Staff-Led Team; feedback given; communicate with parents
- Career day; Garfield the Cat awards for attendance; also movies, treats; some grades awarded trips (everyone got something)
- Made out year-long plan format; communicated plans to staff
- Planned attendance activities; planned goals for each month; gave input/expectations to staff for themes and activities
- Worked on test taking skills; mastery learning; competency skills

Responses to Question No. 48--

48) What did the Project Planning/or Staff-Led Team do in this school this year? (Listen for deciding on priorities; determining activities; communicating to staff)

- Set goals for next year; organizing force behind projects undertaken; supply ideas to get feedback from teachers
- Worked with 7th grade orientation; adjustment skills increased
- Inservice for mastery learning; definite objectives; focus on time; worked on assertive discipline and attendance
- Competency tests given; community meetings held (good parent turn-out); basic skills examples related to other areas/disciplines to be worked on; books given to help with skill-building at each level
- Did planning for faculty meetings, committee meetings; involved in getting programs together; inservice; some wrote next years proposal
- Teachers had speaker (10 sessions); meetings held
- Wrote proposals; got project going
- Worked on inner-school problems; updated objectives
- Looked at discipline (lunchroom); started incentives to reward behavior; work of logistic of lunchroom to insure better behavior; speakers to reinforce teaching--heighten awareness
- 15 Set objectives; set priorities; determined activities for building; made staff aware of what was going on
- 16 Worked on meeting; Herb Herskowitz (KEDS) involved as facilitator; mission statement written; inservice to provide format

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 52--

52) What would you change about the service?

- Basically o.k.
- Needs more reality to it--to textbook
- Too many cancellations--more hands-on; doing and being lectured to--less theory--need realism
- Time held--change format, teachers input not there--for topics and their concerns, better consultants
- Inservice on testing and then interpretation
- O.K. as is
- Nothing
- Spread out over longer period of time
- Don't like before school--timing--mid-year--end of year
- Give at a time when it could be mandatory for all staff
- Still should understand what it is
- O.K. as is
- More
- More time for inservice--not enough time on ones done
- Everything was all right
- Nothing
- Format--Topics--Relevancy--Presenters--Use more in-house people
- More time to it
- Inservice on language--More follow-up of speaker presentations--Feedback by staff on mutual inservice use
- Time when given--not appropriate
- More teacher involvement

Responses to Question No. 52--

52) What would you change about the service?

- No improvable points at this time.
- More sharing of success techniques--standardized policy and expectations
- More expert instruction by trained personnel from colleges is a possibility to keep us informed of current strides in education.
- Longer time needed to prepare
- Nothing that I can think of
- Present more definitive ways and methods of classroom instruction in order to meet learning objectives.
- I wouldn't change the inservice program.
- I would not change it.
- All inservice programs scheduled during regular school session--not during summer vacation time.
- I would not change the inservice.
- Project Perform should not be connected with the Staff-Led Team program. Some teachers who are not members of the Staff-Led Team do not care to remain for meetings because Staff-Led Team members are paid and those who attend Project Perform are not paid.
- Nothing
- Make and take
- I would have more inservice in specific areas as need indicated
- I wouldn't change a thing--just maybe add more to the involvement--new ideas are always welcomed.
- I think I would bring in more people to inservice teachers for motivation and feedback (in other words--more inservice sessions to be more effective).
- No changes in inservice
- Have social studies and art specialists coming in
- I would like skills in ("How Too's") helping under achieving students and LD students to achieve so more time could be spent equitably with other students.

Responses to Question No. 52--

52) What would you change about the service?

- Use staff expertise of staff in building to present inservice rather than outside
- Include more teachers
- Next year, the entire staff will be involved in all aspects of the program and not just certain departments
- Better Planning; Better Communication; More inclusive
- I would make it longer. The inservice was very interesting and very positive with information that could be used in the classroom setting.
- Uncertain
- Nothing
- Could have been shorter; more to point; grouping was ineffective
- Amount of time--too much time spent in general large groups efforts--not enough small group planning time
- Focus more on language skills
- More time; have sessions for departments to meet together
- Identify specific problems and give individuals proven tools with which to attempt solution to problem
- Make content more relevant to get more involvement; some things too idealistic
- Cut time
- More time
- Nothing; something valuable from each
- More teacher participation; more variety of activities and programs
- Nothing--except would like released time
- O.K. as it was
- Give faculty greater voice in program selections, presenters
- Avoid redundant programs; focus on actual needs rather than assumed ones
- Nothing

Responses to Question No. 52--

52) What would you change about the service?

- More of it
- Nothing
- Nothing
- Nothing
- More practical, applicable presentations; other areas interesting
- More carryover; early in year presentations and workshops to carry-over throughout year
- Have it during day (released time to force responsibility by all); more facilitation (i.e., provided by Herb Herskowitz (KEDS) very helpful-- provided balance
- Be more detailed; clarify expectations for each person; more time for planning
- Have released time during bad weather

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 56--

56) Why do you say that? (Commit time to project)

- It works as a step in right direction--clear on objectives and getting the teachers to work together.
- Saw good things happen in reading--teachers working together on tests, evaluations, how to improve achievement
- Start of improvement of school--program--can be implemented
- Ideas good
- Team meetings--availability of C. O. Project Perform persons for direction and understanding of project implementation due to administration (school) would not call
- It will benefit me and the kids--morale--sharing--report of team support with and from teachers and administrators.
- Because want to be at top--or at least near it
- Because of all the accomplishments--for all staff and students (non-certificated as well)
- It is helpful--don't mind giving time to that which is helpful to me
- Because it has done a great deal for students and staff--Staff sharing, cohesiveness
- Benefits children
- Worthwhile project--feel it's for children
- If more communication--action--if better results happen
- It's worthwhile project--brings staff together--solidifies common goal necessary for the education of our children
- Basically a good program--offers alternative to paddeling--motivates children to achieve
- Worthwhile--helped students--helping staff come together
- Saw positive results
- Made good gains--need to continue and maintain the theme--and attain the high level of achievement we're looking for

Responses to Question No. 56--

56) Why do you say that? (Commit time to project)

- Positive--scores improved because of it
- Want to see it continue--because of positive things for the students
- English is important--if you want results you have to commit time and effort
- I would like A. B. Hart to be recognized as an effective school where students learn and teachers can rededicate themselves to teaching.
- Proposal requires more time--requires commitment to stay after school--Preperation time for workshops--time in August.
- Plans no action
- Can improve motivation of student
- Know more about it--get priorities established--teachers to volunteer to work
- Lot was accomplished--expectation for kids--positive climate showed we cared and rewarded them--served motivational needs
- Has created improvements--math--climate, etc.--don't want to lose gains
- It's a positive project which has been designed to encourage a better education, more involvement, and more awareness for all concerned.
- Very pleased with results of efforts made
- Project Perform has great potential. We need up-dated instruction from teacher preparatory institutions periodically.
- The students in this school have a far way to go and programs of this type are a good start.
- It helped staff to focus on the rewarding of positive behavior
- Some teachers have other commitments and cannot attend during the summer.
- I feel that all achievements were not met and we need to improve our mistakes.
- Staff-Led Team members are paid and those who attend Project Perform are not paid.
- Better results are gained from pupils--teachers have more direction

Responses to Question No. 56--

56) Why do you say that? (Commit time to project)

- Because I see the rewards and what it accomplishes. I think Project Perform has really made a difference.
- To help insure higher student achievement, attendance and more parent involvement
- It makes my job more meaningful and accomplishes greater results with the children.
- Anything that will help me become a better teacher is always welcomed. I also feel the children showed overall progress in behavior and basic skills.
- I have had tremendous success with my class and have a real commitment to teaching to the best of my ability.
- I think teachers need "fresh" ideas in these areas too. NOT JUST READING PER SE (CORRELATE THE SUBJECTS)
- The project helped to improve relationships among and between staff, students and parents--and also the project motivated the students better.
- Lot of energy put into instruction during the day--and because time on project has to be done after school time it is difficult to concentrate on issues.
- Think it will benefit me too--Mostly the same teachers were involved in all inservice projects.
- Yes, it has helped to bring about an enormous change.
- I have accepted, already, an 18-month project in addition to six assignments.
- It has a definite goal that can be reached and it is working in this school.
- I am very concerned about students achievements and abilities (to improve).
- Worthwhile project
- Didn't accomplish as much as anticipated
- Feel that only way to make change is to keep working at it; requested established program such as this one
- Worthwhile program in attempting to direct student attitude and motivation toward mastery of basic skills

Responses to Question No. 56--

56) Why do you say that? (Commit time to project)

- Like time provided for planning together
- Only if they can demonstrate possible application
- Because of current involvement
- Interested to find out outcome; if students will perform as expectation
- Have seen results
- Like program; students know expectations from beginning; positive attitude of school; feedback given
- Effort put forth great--accomplished something; worthwhile
- Because in trying to improve competency probably would be doing same things as Project Perform is doing; system is upgrading itself anyway
- Has helped children; teachers have met together to unify common goals
- Makes my job easier; building is better
- Seeing positive things happening since project began; working toward being an effective school
- Don't mind working on project
- Can see effectiveness of it
- Applied for Martha Holden Jennings Grant-and would like to incorporate some of project ideas in plan; want to carry on with assertive discipline
- Lord knows what's coming! Many commitments to consider with too little planning time provided may be a problem
- Because of improvement in building
- Seen as good thing; need something for next year
- Reading, learning, experience from this year important; desire to focus on needs of students to improve school as a whole
- Many activities (overload); but will assist
- Saw goals being achieved; motivation of staff and students; progress; possitive attitude of staff and students
- Concentrated effort spurs student motivation; test results expected to show better results; surface look seems to show improvement

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 58--

58) Why do you say that? (Project meeting expectations)

- Organizes--It works as a step in right direction--Clear on objectives and getting the teachers to work together
- Sets up short and long-term goals--Saw good things happen in reading--teachers working together on tests, evaluations, how to improve achievement
- Communication problem
- No action--all plans
- Not properly informed--staff not communicated with as to what it was--Team meetings availability of C.O. Project Perform persons for direction and understanding of project implementation due to administration (school) would not call.
- Because of achievement--discipline-wise
- Teachers--share enthusiastic, work on tasks together--teachers all cooperate and plan together--advanced planning by teachers--Because of all the accomplishments for all staff and students (non-certificated as well)
- It is helpful--don't mind giving time to that which is helpful to me--helped me to grow--insights to preparing and doing things a little better than done before--promotes structure
- Student scores up
- See improvement with children in other classes
- Teacher attitudes have changed about students--changed teaching styles--interruptions decreased--entirely different this year
- If more communication--action--if better results happen
- Definite improvement in instruction and results
- Not sure what to expect
- Worthwhile--helped students--helping staff come together
- Saw very positive results--student progress--I know it's working
- Improvement
- Student learning more--more programs initiated it (Project) is working

Responses to Question No. 58--

58) Why do you say that? (Project meeting expectations)

19 • Positive proof is seen in student attitudes and test scores on a general awareness of education

20 • Areas of concern are being addressed.

21 • Classroom bulletin boards non-existent--Saw no changes in achievement, attendance or instruction--little instruction--morale down--our room not a possibility next year

22 • Some improvement in student relationship developed.

23 • Not aware of any evaluations

24 • Enlightening us on things not aware of--found things we can do, i.e., expectations (higher) for self and the kids

25 • Working us towards goals

26 • There should always be new ideas to keep the project fresh and interesting--also attempt to keep all involved

27 • Program goals, objectives and directions helped me to help my students improve and achieve

28 • Because our major problems only get discussed--never solved because of administrative red tape. All other aspects of Project Perform are successful.

29 • I guess I wanted to see a more drastic change in student attitudes.

30 • Students show great enthusiasm for meeting attendance goals. Scholastic scores have improved.

31 • If the teacher does not attend project meeting there is a feeling of resentment by the principal after returning to school during the fall.

32 • We are in the program to make it work.

33 • The Project meetings should be attended by all participants and they cannot say that pay is involved.

34 • More has been accomplished this year than I ever could imagine--I have more direction as a teacher.

35 • I see results in the meeting of the goals and objectives set by our Project Perform proposal.

36 • Help to understand teacher-pupil expectations

Responses to Question No. 58--

58) Why do you say that? (Project meeting expectations)

- I expected better results when all of our attention and resources were directed in a definite manner and managed from a central position.
- I feel any program has to be a plus in a school.
- Because I knew it would require my full cooperation to be successful and it required that I become a master teacher--which I am!
- Because it helps you to improve instruction and curriculum
- I really think we should do a little more Intentional Correlation of Subjects.
- Improved student behavior--students are working harder to achieve--this is noted by awards and charts showing improvement
- Mission of Project Perform was to improve student achievement and the test scores in the building have gone up along with improved morale of staff and students
- From what I understand it to be, there has been an improvement in attendance this year.
- Yes, there is a new spirit at the school. The whole atmosphere has changed.
- 46 I did not have any specific expectations
- 47 I believe that some degree of students' achievement has been met.
- 48 Realizing goals
- 49 Presented as answer to all problems, but not successful as such
- 50 Saw changes in growth and development of quite a few students; quite dramatic in some students
- 51 Thought more parents would be involved; other departments needed to share with entire staff
- 52 Had no initial high expectations
- 53 Observable changes (dramatic) seen from last years--re: motivation; emphasis
- 54 Teachers as a group are working together to obtain goal to make their school better; feeling of pride
- 55 Can see "working" program; guidelines are pre-set; target given

Responses to Question No. 58--

58) Why do you say that? (Project meeting expectations)

- 56 . Saw change in children different from other schools
- 57 . Test scores are going up; attendance is up; still learning to cooperate with each other (administration and staff)
- 58 . Same children experiencing problems--do so regardless of project
- 59 . School improved; need to continue to meet expectations
- 60 . Seeing positive things happening since project began; working toward being an effective school
- 61 . See positive reactions from project
- 62 . Something definite to work on; test scores rising
- 63 . Think ability level of students improving; reading scores have improved; most discipline problems from transfer and special program students
- 64 . First year rather difficult to reach goals; next year may be more realistic
- 65 . Supposed to help school become more effective a working plant--it has!
- 66 . This year just a beginning; not turned around yet
- 67 . Think from what's been heard about other schools, this one should be further along
- 68 . Has given sense of direction; given principal more leadership; looking more at accountability; many student profiles
- 69 . All striving to meet goals; moving toward meeting-- definite direction
- 70 . Seems to have helped improve some of reading problems; push made a difference

- TEACHERS -

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 59--

59) What are the major strengths and assets of this school?

1. Small school--easy to work--set goals--accept responsibility as a staff

2. Inschool focus--staff is good

3. Good faculty

4. Staff and administration

5. Staff--children

6. Excellent faculty--large--good administration--not enough for size--kids are good

7. Administrators--staff

8. Cooperation among teachers and principals and students--non-teaching staff as well

9. Teachers work together, willing to give time--great staff

10. Uniformity, friendliness

11. Excellent faculty--they care about the kids--principal helps--is an asset--helps as master-teacher

12. The principal--staff--parent groups--cooperation among everyone

13. Accountability of administrators--support teachers receive

14. Dedicated teachers--parents like this school

15. Staff--good concerned teachers about students--students are here to learn

16. Faculty--administrators work together--organized

17. Administration--cooperation and cohesion of staff--good Staff-Led Team--commitment to school mission and students

18. Climate--Time-on-Task--High expectations--Leadership--Parent commitment

. Teaching climate positive--children want to learn--staff is helpful--cooperative

. People/teachers genuinely care--teachers take time with students

BEST COPY AVAILABLE

Responses to Question No. 59--

59) What are the major strengths and assets of this school?

21 • Effective administrators--Dedicated teachers

22 • Cooperation--Staff and administration relationship with other teachers

23 • Largest junior high in city--Kids are exposed to all types of people--Good discipline atmosphere in school therefore kids feel safe and secure--Kids behaving o.k.--black/white get along--therefore, better education exists--safe atmosphere

24 • Cooperation--high expectation of faculty

25 • Principal, teachers, students, parents

26 • Concerned teachers assisting and present active P.T.A.--Good students--building structure and materials

27 • Staff, faculty, administration, students and parents

28 • Major strength is the excellent staff and students, who only ask to be controlled.

29 • Interested teachers

30 • Good faculty and administration and growing awareness of students that they must work harder.

31 • A dedicated strong leader in the principal. A majority of the staff are determined to make the project succeed.

32 • Leadership; Cooperation between teachers and staff; Sense of mission

• This school has a caring, hard-working faculty and a strong principal. There is a constant emphasis on achievement. Attendance has improved as the learning climate has improved.

34 • Teachers working together under difficult obstacles

35 • Most of the staff have a feeling of togetherness. We need 100% for all goals.

36 • Teaching children --- the learning environment is excellent. The faculty is strong and they know the art of teaching and they are prepared.

37 • Instruction and discipline

38 • Strong leadership. A clean building and a working staff. I think these make things run more smoothly.

Responses to Question No. 59--

59) What are the major strengths and assets of this school?

- 39 Total staff involvement
- 40 Major assets: a) Pride and dedication; b) A very good principal; c) Available resources; d) Broad support
- 41 We have a cooperative and dedicated staff. We care about the children and their skills, attitudes and behavior. We also have a great principal and assistant who are very supportive and caring about us as a faculty.
- 42 Assets: the administration, the staff and the students--Everyone willing to push toward excellence is a strength--The program of learning is another strength.
- 43 Teachers support and interaction in giving feedback to each other as it relates to instruction and parent involvement
- 44 The parents and teachers are the major strengths of this school. They are truly an asset.
- 45 Communication of teachers and principal working towards a common goal together.
- 46 Students tend to strive harder and the parents involved in building put their full-time support in. The principal is always visible and acessible in the building and strives to give support and direction.
- 47 The major strengths are the administration and teacher cooperation. The assets are caring.
- 48 We have a strong educational leadership, a sense of mission, and a commitment to excellence.
- 49 An excellent, fair and supportive principal who sets a tone for quality achievement, attitude and atmosphere.
- 50 The administration and teachers.
- 51 Teacher-administration involvement (working together for all school concerns).
- 52 Administration and teachers
- 53 Cooperation with staff; concern of teachers regarding students; students generally concerned re: education
- 54 Togetherness
- 55 Faculty and administration supportive in working relationships; professionally competent; most of student body fairly well motivated

Responses to Question No. 59--

59) What are the major strengths and assets of this school?

- Faculty
- Staffed with fairly large nucleus of experienced teachers (15 to 25 years); some community support--general good feeling among parents and the school
- Teachers; talented students here
- 59 Principal, strong leader; good working relationships within faculty
- Keeping discipline and order
- Unity among staff and students; grade level meetings to reach common goal; communication good, criticism taken positively; bulletin boards geared toward CTBS and Competency tests (some of ideas from students)
- Teachers willingly accept responsibility and try to achieve goals set
- Stress reading, math, attendance; progress has been made; grade level meeting; parent contacts initiated this year
- Strong faculty (experienced, good teachers, disciplinarian) students
- 65 Administration; faculty, (attitudes positive); students from decent environments
- 66 Good leader
- 67 Improved student achievement; better staff cooperation; overlapping of disciplines; opportunity for learning; monitoring of progress; gains on tests. Inservice for mastery learning; definite objectives; focus on time; worked on assertive discipline attendance
- 68 Strong leader; experienced staff; positive; have had help to grow via programs to help students; location in good community; good support from parents
- 69 Very committed staff; friendly; sharing materials, ideas, responsibilities; principal very encouraging and understanding--keeps focused.
- Strong leader; committees developed school song, logo, slogan; buttons worn daily; 3-day workshop planned for summer; phone for teacher/parent contact; feedback from parents
- Great--committed staff
- Teachers interested and involved with students; hard working staff; administration understanding and willing to help where possible; parent involvement good

Responses to Question No. 59--

59) What are the major strengths and assets of this school?

- Centrally located; business and community support
- Majority of students come to learn; parents supportive; positive responses to problems; most of staff doing job to best of ability
- Project Perform staff has learned to work on problems together; helped to focus/provide cooperative spirit

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 60--

60) What are the most pressing issues facing this school?

- An overall discipline plan that we can live and abide by
- Discipline issue not faced--teachers handcuffed by regulations--mandatory discipline--administration support needed
- Need strong leadership--backup discipline
- Parent concern--absence (students)
- 5 Poverty--attendance--lack of communication and staff administration morale
- Poverty--ignorance of parents--parent involvement
- Performance of students
- For some students--need to work on self-image
- Lunchroom program; reading scores can be higher; attendance; increasing time-on-task
- 10 Need cleanliness facilities that work--poor example of Cleveland schools--running water now--restroom filthy
- Physical plant needs improvement: plumbing, roofing--need for supplies
- Physical plant: heat--all rooms not available because of the problems
- 13 Physical environment of building
- 14 Pass competency test--More parental involvement
- 15 Physical plant--Parent apathy--Discipline--Rival neighborhood
- 1) School climate; 2) Attendance; 3) Lack of parental involvement; 4) Over-crowding
- 1) Enrollment; 2) Attendance; 3) Staff morale
- Discipline--need more
- Student motivation
- Use third floor; physical plant; more space; less kids; removal of asbestos

BEST COPY AVAILABL

Responses to Question No. 60--

60) What are the most pressing issues facing this school?

- Teacher morale--Attitudes towards kids
- Attendance
- 23 Needs more control over problem students that disrupt the everyday learning process of education. More concern and parent involvement. Stronger administrators.
- 24 Attendance; achievement levels; shift responsibility to students for their learning and achievement.
- 25 Lack of administrative authority to control discipline to gain a conducive climate for learning.
- 26 Student apathy--Discipline
- 27 Attendance
- 28 All teachers should abide by basic standards. Investigation as to wide variations in performance. More planning time for teachers.
- 29 Improving the students' ability to achieve highly.
- 30 1) To increase parent involvement to 100%; 2) To have more special subjects (i.e., music, art, phys. ed.) in the curriculum; 3) To have more students master the basic skills
- 31 A truthful commitment to really deal with the problems at hand rather than trying to impress those in higher authority.
- 32 Mastery of skills, raising test scores, creating a good climate in school.
- 33 There could be more teaching input in planning and one should be able to express himself/herself and make changes to benefit the students.
- 34 Parental involvement and motivation at home to achieve
- 35 Competency Tests
- 36 Classroom supplies--Parent involvement
- 37 Most pressing issues: a) Student achievement; b) Student attendance; c) Coordinating services; d) student motivation
- 38 I'm not sure as a school --what are the most pressing issues.
- 39 Materials to become more effective--we do a fabulous job with supplies but we need more--The hiring of more special teachers full-time so that they (students) can be well rounded.

BEST COPY AVAILABLE

Responses to Question No. 60--

60) What are the most pressing issues facing this school?

- Attendance and helping students to master basic skills
- I feel that the administration should be fair in his deadlines with all people.
- Not enough help for students who fall behind when help is requested
- 43 Having adequate materials to improve instruction
- 44 Attendance--Parent interest and participation
- 45 We will have to keep up the momentum. We have begun the race but it is not finished.
- Getting the supplies needed from downtown--Relieving the overcrowded conditions; Each teacher should have his/her own room
- 47 Motivating students to excel.
- Building comforts--classrooms (weather conditions) much improvement needed.
- 49 Academic excellence
- 50 Disruptions; gangs; failures (number of)
- 51 No uniform policy
- 52 Physical plant needs work; drab
- 53 Physical plant
- 54 Tapping above resources; targeting resources: improve physical plant; improve discipline
- 55 Channeling students in right direction; encouraging them to use their potential
- 56 New persons need more orientation/inservice
- 57 More parent involvement (strong PTA nucleus, has not enough involved)
- 58 Not having enough materials to go along with reading objectives; had to come up with own materials
- 59 Students' attendance and higher achievement; staying on-task
- To maintain goals achieved and keep trying to achieve
- Chronic absentees; better security
- Need to improve attitude and learning; better time-on-task

BEST COPY AVAILABLE

Responses to Question No. 60--

60) What are the most pressing issues facing this school?

- 63 Motivating students; building self-esteem of students; developing sense of value with students; improving basic skills
- 64 Getting children prepared for math competency tests
- 65 Continue with mastery learning
- 66 Improve attendance; reinforce assertive discipline program (to keep self-esteem consistency)
- 67 Safety in parking lot; general condition of building; enough materials--i.e., desks, chairs
- 68 Stealing of cars
- 69 Enthusiasm of teachers and students needs boosting; administration needs more focus on instructional matters; less on bureauracy demands
- 70 Lunch hour chaotic; better inner-staff communications (large building)
- 71 Area in which school is located requires more security for school
- 72 Neighborhood problems (crime affects children); security outside of school
- 73 Neighborhood (intruders); high crime rate has influence on students

- TEACHERS -

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 61--

61) How do you think these issues could be actively confronted and dealt with?

- Working on a safe school plan--put in effect September 1984--expect to be in agreement on a plan by Fall 1984
- Limited--too many restrictions--catch 22--cooperation c.o. not there--they diffuse situations
- Tightening of rules and procedures by administration and staff--staff get training they are in need of--lunchroom and corridors--passing
- Reward system attendance; classroom procedure-teaching
- Homework accountability; insist they read; encourage use of library
- Positive interaction of teachers and students
- Using same techniques used this year--Workshops, grade-level meetings
- Get work-orders responded to with experience--Policies be developed to expedite purchase of supplies
- Get repairs done
- Prepare students for tests--Parent/teacher workshops
- It has been tossed around so much that I am not sure! Maybe: 1) less student population; 2) building beautification; 3) pride in school
- 1) Change the cluster boundaries to reduce enrollment; 2) Arrange parent conferences to meet the needs of working parents
- Working thru chair-of-command: not too fruitful--System needs to look at attendance--Community involvement
- All teachers take a part--teachers be concerned without being told to be
- Smaller classes--more time to work with students
- Cluster headquarters makes this school a priority for fixing it up--take each school in its turn
- Getting together--workshops--work on openness without be[illegible] penalized
- Reward frequently--activities (assemblies on achievement)--more parental involvement
- Reminder of everyone's responsibilities, job and functions. This also included students responsibilities! (Carried out rules and laws.)

Responses to Question No. 61--

61) How do you think these issues could be actively confronted and dealt with?

- Cooperative planning and communication
- Time and effort have proven that the climate (learning) of this school will not change until a proven leader willing to communicate with the staff and students is provided.
- It will take a lot of time to get students to stretch their minds and take a more positive approach to learning.
- Attendance incentives, which we are doing; making parents more aware of the need for good attendance by students
- More frequent observation of individual teachers; more help for those having difficulty in getting objectives across
- 1) Through more direct invitations that emphasize our school mission;
  2) Through a change in thinking by the administration at headquarters
  3) By continuing to have supportive services that meet particular needs, by a greater availability of guides and materials with which to instruct
- Uncertain, without confrontation with principal
- Every staff member giving time, work and effort to meet our goals
- Instead of the administration doing it the way they want to do it--give teachers the opportunity to help plan
- Continue parent involvement in the school, using parents in every way possible
- I don't know
- Project Perform Committee
- Faculty and administration discussion and planning in these problem areas to find new methods
- I'm not sure as a school, what are the most pressing issues
- The problems in elementary school have always existed--Teachers need more planning time in elementary school (80 minutes) a week is not enough--Most of us at Wade Park take mounds of work home nitely--whether this is expected, I don't know. We still need more time at school to plan and do some other work we must do. The solution is simple: hire more teachers--art, music, gym full-time teachers in one school. Plus smaller class size (20-23)
- Having more parent involvement; students and staff give input on problem-solving--peers teaching peers--No committees

Responses to Question No. 61--

61) How do you think these issues could be actively confronted and dealt with?

- I don't know
- Meet with parents and teachers in kindergarten to stress the importance of mastering the basic skills before they are passed from kindergarten to grade levels
- More money to purchase materials
- Programs designed to bring parents cooperation higher and get them involved
- Yes, it can be done!
- A change of priorities by the Board so that students and teachers are at the top--Having one program, not two in a building
- With fewer number of students in each class--and new and dynamic teaching techniques and instructional devices
- Uncertain conditions have been stressed for years--still no results--Get better equipment to do the proper job
- Working together--striving toward common goal
- More motivation on part of staff/students; no control over external influences
- Leadership must be available and carried out
- Through cluster office--priority of allocations for maintenance and building improvement
- Change custodians; more every year to avoid becoming complacent; more principal control
- Staff needs to be motivated; need feedback re: efforts not going unnoticed
- Present them to whole school to get interaction
- Packet for all new teachers; meet with administration--re: expectation
- Open school more at night (fathers and small children provided for); prohibitive union regulations; teachers can't participate in PTA (held during school time)
- Board should come up with definite plan; give more materials at beginning of school year

Responses to Question No. 61--

61) How do you think these issues could be actively confronted and dealt with?

- Awards should continue; get together as school to share goals and objectives; communicate students' input
- Keep pushing to achieve goals; more inservice via released time to work on goals
- Make parents accountable
- Need to place academic achievement at higher priority; reward academic proficiency
- Continue to try for improvement; keep caring attitude; (students basic skills and staff self-improvement)
- Every teacher in each discipline emphasize (math) area when necessary
- Continuing as we're going; add math to reading
- Raise self-esteem of students; make students feel successful; contractual
- Faculty coming together to address issues (informal discussion); administrative and union support; parent/neighborhood involvement
- A larger focus of administrative help; possibly more administrative assistance
- Possibly, staggered lunch times; get children out of lunchroom more quickly; less talk and more action; either larger committee or more help for committee--give more time
- Involve staff, parents, community in issues; have open house for community--solicit input--keep everyone informed and assured; allocate more money and resources via administration to work on areas of concern
- More police protection; more neighborhood involvement; better neighborhood relations (carry-over into school)
- More security in area; neighborhood clubs--safety programs

- TEACHERS -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM

Responses to Question No. 62--

62) Thank you very much for your participation in this interview. Are there any other comments you wish to share?

- (#33) Small percent of parents involved in activities -- re. answer #5.....
- Some questions; not many could be answered honestly because of the teaching field...High expectation questions
- Assign leadership to other staff members who are just as capable!
- The Staff-Led Team has made a difference in our school climate by providing leadership in an attempt to motivate students and staff. Their incentives and hard work are felt and appreciated. We feel that part of our academic success this year can be directly related to their motivational efforts and concerns. However, to be really effective the team needs to realize that their recommendations for providing an atmosphere conducive to successful teaching and learning be heeded. If these conditions are not met, then the team, faculty and students are fighting an ardious battle. I feel that the team has done the best job possible. No, I would not want their job...
- The teachers in this building are very hard workers and try to experiment with various teaching techniques. The administration needs to be a lot more effective by becoming stronger in dealing with students and disturbances. The students need to come to a point of taking responsibility for their education and coming to class prepared to work and learn. More parents need to be more involved in the school community and attend open house and conferences.
- It is good that teachers are being queried on issues in which they are directly involved.
- I feel that the project (Project Perform) is a good program and it can work, its working now but there is still room for improvements.
- Next year will be better!
- As I said before, any program such as Project Perform is a plus to a school. This school is a great place to work. I have been at 9 different schools and this school has a lot of harmony--caring, striving and dedication. A staff that gets along and works together as this one deserves a lot of credit.
- Not at this time.

Responses to Question No. 62--

62) Thank you very much for your participation in this interview. Are there any other comments you wish to share?

- No data
- No data available
- #20 - doesn't have data; #10 - principal doesn't announce conference; # 13-14 - principal relies on department chairman with principal support
- #20 - data not known
- #13 - problem with union - re: lesson plans and collection
  #29 - Kdg. requirements differ with reference to whole group instruction
  #33 - not many, but very evident (not just social)
- Department 'chairs' make observations
- #23 - children work in center; kdg. reading groups not done as such
- Building currently undergoing renovation; school safe inside, cars stolen outside is area of concern--glass on playground
- Nature of special class dictates different grouping approach; individual basic required; little written seatwork--mostly teacher constructed activities and reinforcement
- Special students don't take standardized tests with rest of student body; test done for placement and follow-up; psychometric

- PROJECT PERFORM -
THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW

PRINCIPALS' INTERVIEW
Responses: Questions 8-68

CLEVELAND PUBLIC SCHOOLS
June 1984

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 8--

8) What factors caused this situation? (Completion of Reading Objectives)

1. a) Grade Level meetings in which worksheet items and test items were produced; b) Staff meeting focus; c) Monitoring procedures; d) Structure provided by specific objectives to be covered.

2. Organization - year-long plan, quarterly plan, weekly, daily diagnostic prescriptive teaching--correlation planning of support personnel--remediation--faculty meeting, parent meeting

3. a) Grade Level meeting; b) Monitoring by principal; c) Self-motivation for student to pass competency test

4. Faculty's willingness to make the commitment to give each student the opportunity to succeed on the competency test; Goals of the school and support of teachers and parents to obtain the goals

5. Principal monitoring; Testing box in office; Grade level meetings; Project Perform meetings

6. An organized effort to concentrate and teach specific reading objectives at a designated time

7. Desire to do so--Working together; Grade level meetings; sharing of materials within grades and across grades

8. Pressure from top through principal to teachers

9. Pressure--desire to present all objectives as prescribed in the allotted time

10. Some teachers didn't space properly--not enough pushing from administration

11. Reading objectives was the focal point of all staff meetings; Staff-Led Team and in-service meetings this year; Time-on-Task enabled them to work constantly with them

12. Group planning

13. Grade level objectives/goals; Timelines established; Monitoring process implemented

Teachers did not want to fall behind others in grade-level--they paced each other

Responses to Question No. 8--

8) What factors caused this situation? (Completion of Reading Objectives)

- 15 Monitoring--Directives--Clarification of procedures
- 16 In-Service meeting; Supervision by administration; Time-on-Task check list; Highly motivated to cover objectives
- [illegible] Constant visits from administrators; Many grade-level meetings--discussed completion
- 6 Staff-Led Team meetings; Faculty and grade-level meetings; Planning together, motivation, monitored by administration
- 17 Desire for students to perform well on the reading competency test and to increase reading scores (CTBS)
- [illegible] Administrative monitoring

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 27--

27) What factors contributed to this effect? (Compensatory Program effect)

1. Out of a school population of 640, less than 100 students are serviced; however, these are the students most in need of support and these students have shown improvement

2. Correlation of compensatory instruction with regular program. Documented weekly----Teachers confer at least weekly--Prescriptive teaching--STAR PROGRAM needs re-evaluation

3. a) Pupil out of classroom--missing instruction; b) Too many programs for same students; c) Lack of coordination

4. Restraints within program--re: students who may be serviced

5. The explanation of standards and purpose of the program to students and parents

6. Activities are of real interest to the students; The individualization is effective

7. STAR and THINK were assigned as part of the students schedule. They received credit (9th graders), therefore, they took it more serious

8. Staff-teacher works very well with teachers

9. "Zeroing" in on particular student weaknesses

10. The criteria for selecting students is not clear. Many students who do not need the program are selected to make the program look good. I would like to see more principal in-put.

11. Only first year as principal--not certain of program--more time needed

12. Articulation sheets provided teacher-to-teacher communication

13. Two very excellent teachers (STAR, MSIP) who, in the opinion of the staff, get excellent results

14. Children missed subjects consistently--scheduling is a problem

15. Pull-out teacher able to "pin point" exact weakness and work to improve skills

16. Teacher competency is most important-- Teacher attendance and co-operation with the homeroom teacher

Responses to Question No. 27--

27) What factors contributed to this effect? (Compensatory Program effect)

17. Semi pull-outs in reading in grade 1; Pull-outs in grades 2 and 3 for reading and math--general instruction

18. No pull-out programs at Hart

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 30--

30) What other sources of information about student progress in mastering reading skills did you have?

- Informal (teacher-made) tests; parent information; principal-teacher conferences
- Teacher checklists based on teacher-made tests - weekly - Report cards - Quarterly conference - teachers - re: progress, lack of progress; Individual student concerns; Conferences scheduled by teacher with principal
- a) Principal's charts; b) Teacher-made tests; c) Grade Level meetings; d) Parent conference
- Grade level meeting--Staff in-service -- re: objectives
- Standardized test results and item analysis sheets per class; Class analysis sheets at the end of each report period
- Skills Summary Sheet completed after each skill has been taught, practiced and tested
- Parent conferences; Teacher-made worksheets and records in files
- Monitoring student achievement in reading--recording below average grades
- Grade level meetings, faculty meetings, parent meetings, teacher-made tests
- No other information
- Progress charts in the office; frequent assessment of reading cards; formal conferences with individual teachers
- Analysis of % of skills mastered as compared to % of skills taught by the end of each report period
- Class sheets with individual student results for each interim report
- Teacher-made pre-interim tests; Teachers constructed these tests during grade-level meetings
- Report cards
- CTBS tests, teacher-made interim tests; Principal's grade sheet located in principal's office, worksheets

Responses to Question No. 30--

30) What other sources of information about student progress in mastering reading skills did you have?

1. Reading cards; Test scores
4. Standardized Test Scores

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 47--

47) In your opinion what are the major strengths and greatest assets of this school? What are its most commendable practices or characteristics?

1. Positive teacher attitudes-cooperative; extending self in time (preparation, evaluation of students progress); Improvement in parental meetings and cooperation with home assignments

2. Commitment of staff to total involvement--Student/Parent/Teacher/Principal; Ongoing communication between above--parents, etc.,--receptive to being informed--all discipline referrals to principal result in principal calling parent--all staff striving to extend classroom into community--resulting in student achievement and recognition

3. a) Cooperation among staff; b) Desire to improve; c) Willingness to share; d) Interest in student; e) Giving of personal time; f) Exceptional commitment

4. Supportive and qualified faculty; Well-defined program; High expectations for ourselves and our students

5. Asset--Opportunities for additional staff inservice; Comunity Practice--Assertive discipline; Characteristic--Pride

6. The attractiveness of the building, the location; high number of children walking to school; Structured learning environment; Teachers consistency and adherence to rules and policy; and, the general attitude of all staff

7. Caring--hard-working staff; Atmosphere, according outsiders' comments

8. Willingness of staff to do more than contract agreement; Feelings on part of students that staff care about them; Support of PTA/SCC

9. Caring staff; Experienced staff; Parents and children feel secure

10. a) Attempt to reward and/or encourage academic achievement; b) Reporting information to parents such as test results--accurately; c) Staff generally concerned about student progress

11. The climate--the good, concerned teachers, the frequent communication of teachers with parents; the positive attitudes of school personnel

12. Good staff--willing to work together--helping students

13. Administrative leadership; Strong supportive staff; Mission with goals and objectives estimated for and by children, parents and staff

Responses to Question No 47--

47) In your opinion what are the major strengths and greatest assets of this school? What are its most commendable practices or characteristics?

- 14 Teachers who are strong in discipline and academics. Staff members who can "roll with the punches." Students and teachers with a sense of humor. People on the staff and parent volunteers who are unafraid of work.
- 15 Stability of the teachers--remedial programs to supplement regular teacher instruction--Teachers working together in grade level meetings for assertive discipline and achievement objectives and standards
- 16 Attitude of students and teachers cooperation and willingness to go beyond regular assignment. Willingness to try innovative practices and principal support
- Teachers are generally well prepared and committed to high standards of instruction. Administrators assume responsibility for guiding instruction
- Strengths--high expectations and standards; safe and clean environment; warm climate among parents, teachers, students; Commendable practices--visibility of principal; lack of pressure felt by teachers and students
- Stability of skills of teaching staff; Involvement of staff; Parent support, although visitation is low
- 20 Staff commitment; Willingness to communicate their concerns for improving to delivery of good teaching

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 48--

48) In your opinion, what are the most pressing problems and issues facing this school? What practices, aspects or characteristics of this school are in most need of improvement?

- 1 Lack of planning time for teachers during school day; Greater parent involvement; Positive attitude by all staff; More staff development time; More time for teacher-parent interaction; More planning time for administrators
- 2 Physical plant; Increased parent involvement informal parent groups; S.C.C. committees to advise School-Based Management and Personnel selection
- 3 a) Time-on-Task; b) Stick to master schedule; c) Teaching strategies; d) Improve our communication
- 4 Building maintenance; Lack of response from Central Office; Community acceptance and parental involvement
- 5 Problem--Double grade division in single room; Problem--Space for supportive services; Problem--Clerical functions
- 6 Reinforcement of discipline policy, transportation problems, encouragement of West side parents to become involved in school programs
- 7 Lunch program
- 8 The problem with gangs in the community
- Parent/community involvement--Improving instructional role; Professional collegiality
- a) That schools do make a difference; b) Time-on-Task needs to be pushed; c) Systematic system of evaluating progress
- The testing (psychological) program--Children are not tested and placed in appropriate classes fast enough for maximum learning; Fighting among pupils
- Attendance; To improve daily attendance
- Parent Involvement/Community Involvement
- Concerns of teachers about their personal safety going to and from cars; Cars being looted on the lot

Responses to Question No. 48--

48) In your opinion, what are the most pressing problems and issues facing this school? What practices, aspects or characteristics of this school are in most need of improvement?

15 . Interruptions during the learning/teaching process; Communicating general goals and objectives throughout the staff

16 . a) Student attendance; b) Lack of parent involvement; c) Need for more "planning time" for teachers

17 . Many students move a great deal--needed services cannot be renendered adequately; Parents are often unable to visit the school to support the educational program

18 . Improvements: Higher achievement of students; Increase percentage in attendance; Decrease percentage in management time; Additional time-on-task and instruction

19 . Enrollment too large; Teacher must move from room to room to teach

20 . Improving the cleanliness of the building; Community involvement with positive and supportive ways

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 49--

49) How do you think these improvements could be made and the problems could be actively confronted and dealt with?

1. Pre-school staff development; Additional special subjects (music, art, physical education); Time to provide additional planning time and teacher-parent interaction time; Provide more opportunity for staff interaction to improve or expand positive attitudes

2. We are scheduled for total renovation, Phase I; Time--Priority

3. Principal into classroom; Continue in-service training

4. Establishing priorities

5. More staff; Clerical assignment

6. In-service workshop for all staff on classroom management and discipline; Proper and positive training of bus drivers and mandatory requirement for parent visitation of school

7. In-service to lunch aides

8. Structural program to improve instructional leadership; Develop professional collegiality among staff

9. Administration working with staff--making certain that instructional time is being used "wisely"

10. a) More time per week with a good psychologist; b) More guidance activities including self-discipline

11. Newsletter--to inform and encourage more parents to become involved in school attendance

12. I am not certain--as we have approached a variety of strategies

13. Security guard full time

14. During meetings suggestions have been made to implement practices to improve interruptions--Meetings will be scheduled (monthly) to implement new ideas and check progress

15. a) New attendance motivational program as outlined in Project Perform proposal year 2; b) Requested more time from Special Subject teachers; c) Make more parent contact to all staff members

Responses to Question No. 49--

49) How do you think these improvements could be made and the problems could be actively confronted and dealt with?

- Principal needs more authority in placing students in remedial programs in the school
- In-service sessions on management time; Grade-level meetings to plan strategies for management; Increased parent involvement to improve attendance; Demonstrating lessons to improve strategies in teaching
- Reduce the enrollment
- Principal having the support needed to get required result from custodian; Principal and staff formulating a functional plan to involve churches and other agencies

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 57--

57) What are the reasons for this level of improvement?

1. Teacher expectations; Parent involvement; improved teacher/parent communication; Communication of school goals and objectives to parents
2. Commitment--through Project Perform; Concentration--increased awareness
3. a) Focus of priorities; b) Everyone working together; c) Long hours and hard work; d) Clear goals and objectives
4. Assertive discipline program; Positive attitude of students toward school
5. Staff got together and said we were going to do it together
6. Total staff support of building and classroom standards and rules; A "no-foolishness" approach; Isolating or removing disruptive students and providing incentives/awards
7. Efforts to look at alternate ways of handling problems and students
8. We changed our expectations
9. Emphasis on reading skills--Better systematic reporting to parents; Structured monitoring and remediation
10. Administrator emphasizing areas 50-56
11. Assertive discipline plans were consistent; The faculty's cooperation was higher and more cooperation from home
12. Attendance committee was formed to help students and parents with a better understanding of how to improve attendance
13. Since implementing of mission goals and objectives building-wide as well as grade level; Monitoring procedure
14. Demands by the Superintendent
15. The clarification to students and parents of teacher expectations
16. Project Perform has motivated all staff and students

Responses to Question No. 57--

57) What are the reasons for this level of improvement?

17. Teachers made objectives clear early in the school year; Constant discussion and follow-up were evident

15. Expectations of teachers and school and parents; Grade level and in-service meetings for staff; Frequent testing and monitoring of tests

19. Clarification of expectations; Outlining goals and objectives by the district at large--school and sharing with students and parents

20. Faculty and student commitment for "our mission"

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 58--

58) What aspects of the project did you discuss with Parents?

1. All aspects of the project
2. Entire project
3. The whole project
4. Goals, objectives; Mission; Role of parents in supporting school; Held six parent workshops on both sides of town which faculty planned, coordinated and attended
5. Discussed homework, reading objectives, attendance--because we needed support from parents
6. Expectations of staff, students and parents: Requesting a commitment from parents to support instructional program
7. Mission; Goals
8. All aspects were discussed with PTA/SCC and also at open house
9. Broad aspect--Funding expectancies; School involvement
10. All aspects of the project were discussed with parents
11. Reward system for individuals with perfect attendance
12. Most of the aspects
13. All aspects of the project
14. All; Four newsletters, conferences, monthly meetings, parent workshops and letters
15. Positive staff communication
16. All aspects
17. All
18. All aspects of the project; Discussions with parents

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS-

Responses to Question No. 60--

60) What did the Project Planning/or Staff-Led Team do in this school year?

- Overall planning of the project; set priorities; planned, carried out and monitored activities; conducted work sessions; kept staff informed of plans and activities; surveyed staff for input
- Involved in decision-making-proposal writing; implementation; Planned staff in-service; Developed evaluation; Leadership skills
- a) Wrote proposal; b) Planned staff development; c) Evaluated proposal; d) Established goals
- Identified priorities; responsible for planning faculty meetings; conducted middle grades needs assessment; worked in writing of proposal
- Structured year-long plan to be totally consistent with the proposal; assessed needs; communicated with staff; decided on priorities; determined goals--how they were being attained and what changes should be made
- Scheduled staff in-service each month; Assisted with review and evaluation of school improvement program
- Assumed responsibility for seeing that project was implemented and evaluated; Also assumed responsibility for report writing
- Assessment--Shared information with staff--Discussed with PTA/SCC and open house
- Planned meetings; Made needs assessment; Wrote proposal
- Met 3 times to determine objectives and communicate ideas to staff
- Planned activities; matched the time-line for activities; evaluated the proposal and wrote the Second Year Proposal
- Outside speakers; Attendance program
- Wrote the proposal; held in-service workshops; communicated with all the teachers
- Wrote and monitored the Project Perform Proposal; Held bi-weekly meetings
- Planning; priorities; communicated with staff; served as organizers for special projects

Responses to Question No. 60--

60) What did the Project Planning/or Staff-Led Team do in this school year?

- Planned with principal the goals and objectives to be focused this school year
- Planned in-service meetings; Collected data; Wrote new proposal
- Planned staff in-service; Wrote proposals; Compiled parent and staff surveys; Evaluated progress and meetings
- Assessed needs; developed proposal; in-serviced staff

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 63--

63) What would you change about the in-service?

- Vary times; more involvement of classified staff
- Focus 1984-85; Instruction/Curriculum; Develop alternative strategies
- More focus on instruction
- More time for in-service; move to grade level meetings, i.e., 7th grade team (same 4 teachers have same students); has common planning time and can meet with parents--parents like this because they can get whole picture of their children's performance
- Next year we want to get together with another faculty; we plan to be more specific about focus--i.e., building rules, "safe school program" with Dr. Warm. We addressed rather global questions this year.
- Schedule more in-service opportunities previous to the opening of school; Provide time for teachers to execute ideas.
- "In the classroom"--inservice of individual teachers
- Have time available
- More focused at grade level; Use of professional peers (in building)
- Make it relate to instruction to increase student achievement as indicated by test scores; more grade-level groups
- Increased topics in curriculum/ instruction
- Same program as this school year
- More grade-level planning for instructional objectives
- More often; more effective ways of "freeing up" teachers; Stress on classroom management
- More of it
- Topics math--with emphasis on reading
- More time needs to be built in at the beginning of the year

Responses to Question No. 63--

63) What would you change about the in-service?

- Add other topics needed--such as management, and explore topics in more depth
- Use more building staff to conduct in-service; Concentrate on areas identified through needs assessment
- Reach a broader range of faculty; Determine topics

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 67--

67) Why do you say this?

1. Experience: a) improvement in teacher interaction; b) general climate in building; c) improve student progress; d) "fresh" approach to instruction

2. Concentrated Focus; More Effective School; Money facilitating some extras, e.i., inservice; Morale Booster

3. a) Improved achievement and attendance; b) Impact on faculty and students

4. Time will be required, but results are such that it is worth it

5. In-service helps us to get together the appropriate perspectives for changing ideas such as the Effective Schools components; being actively engaged as a building; unless teachers get chance to work together, they will continue to work in an autonomous mode

6. The effort and time has resulted in a greater commitment to education from staff and students

7. Find out more about ourselves; Develop a firm sense of direction

8. Money is available to do the kinds of things you wish to do--There is also the Hawthorne effect--because it is new and people tend to work a little bit harder

9. The Effective Schools movement is essential and all should be a part of this movement

- It helped staff deal with program within the school

- Student achievement is upgraded

- Able to start projects that we wanted to in the past but did not have means: support from staff and Gund

- The foundation money provided an incentive to begin striving for an excellent building

- The program gives a definite direction

- The level of teachers' effectiveness in the building improves and upgrades learning

Responses to Question No. 67--

67) Why do you say this?

16. Teachers have more needed in-service and planning time
17. Additional financial resources
18. Promotes the opportunity to articulate your commitment

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Responses to Question No. 68--

68) Central office staff served as facilitators as did resource persons from KEDS this year with the project. How did this help/hinder your project?

1. In-service workshops were provided; Materials provided were informative; Support sessions provided information and opportunity for sharing among schools involved; Facilitators were a help--Did not hinder

2. Central office--Excellent--The quality of expertise availability--Exceptional--Integral Component-Project Perform

3. a) Valuable and needed; b) Support system; c) Confirmed what is happening in school research; d) Materials

4. Took off some of the pressure because there was always somebody who could get us an answer; This was not always true from beginning which was frustrating when you wanted to do what is right; The main thing was to avoid mistakes and to put our energies where they should be; Having two persons available has taken away the pressure

5. They helped us to know that we weren't a "voice crying in the wilderness;" They were people who were not only supportive, but willing to give leadership

6. Central office staff consultants were valuable resources and provided a support system and communication network

7. The encouragement was appreciated; The support meetings were informative; also the articles, literature and books

8. We found that it doesn't take a lot of money to make a school more effective; Rather commitment on part of staff

[illegible]. Basically positive; The interaction with such persons was supportive; Helped to focus direction

. Central office staff were very helpful in providing information; Served as sounding board

[illegible]. We needed the help from Central office and they were available when we needed them for various duties and services

[illegible]. Most of the reaction, however, was extremely positive; From the reaction survey, 80% of the teachers felt the in-service workshops were of great value not only for their content--but as morale builders

Responses to Question No. 68--

68) Central office staff served as facilitators as did resource persons from KEDS this year with the project. How did this help/hinder your project?

- A great help--supported us--they were there when we needed them--very knowledgeable about effective schools
- Great support; Provided in-service workshops; Created a "you're not alone" environment
- Central office staff was excellent; It would have been impossible to participate fully without their support; KEDS was very available
- Facilitated proposal writing; Kept school on target; Answered questions; Provided in-service resource persons
- Aided in developing a focus and direction for the project
- They gave valuable advice and positive direction; Kept focus clear and functional

THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW - PROJECT PERFORM
- PRINCIPALS -

Comments--

Thank you very much for participating in this interview. Are there any other comments you would like to make?

1. The project has helped us focus on areas which heretofore had not been related to academics--such as the cleanliness of the building; Teachers have begun to see the importance of students' pride in his/her school as helping attendance--which helps in improving progress in basic skills

2. Project Perform provided bench marks, specific targets in a total plan to assist us in evaluating, planning, implementing educational changes to improve our educational practices as we prepare students for the 21st century. Personally, I believe involvement in Project Perform was a factor in keeping A. J. Rickoff off the closing list of schools. Teachers in-service facilitated a retraining, re-evaluation of how and why we do what we do in the classroom. A complete re-examination resulting in increased morale--esprit de corps--we are 'Warriors for Excellence'.......

3. Every principal needs training and understanding of Effective Schools research

4. Greatest thing that has happened to me as an educator

5. The original proposal should focus on the entire time project is to be initiated. Amendments or addendums to original proposal would save time it takes to write a detailed proposal each year.

6. Pre-school workshops helpful; Teachers got into classrooms!

7. It has helped us to know how to make assessments and formulate action to strengthen programs

8. We had entirely too many requests for extra activities inside and outside the system. Our proposal gave us good guidelines and objectives to strive for

9. More money in Principal's Disc. Fund

10. More time needed to plan together during the year; More half-day planning sessions on a quarterly basis to plan interim tests and teaching strategies.

- APPENDIX B -
1982-83 and 1983-84 STANINE BANDINGS CTBS READING AND MATHEMATICS TESTS

1982-83 and 1983-84 SECONDARY
SCHOOL GRADES

1982-83 and 1983-84 AVERAGE
DAILY MEMBERSHIP

1982-83 and 1983-84
POVERTY RATES

1982-83 and 1983-84 TEACHERS'
AVERAGE DAYS OF ABSENCE

1982-83 AND 1983-84 AVERAGE
DAILY ATTENDANCE RATE BY RACE,
GRADE AND SEX

PROJECT PERFORM SCHOOLS

Almira
(K1-3)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
1	182	23.1	67.6	9.3
2	153	11.1	73.9	15.0
3	124	25.0	55.6	19.4

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
1	180	30.0	63.3	6.7
2	154	24.7	59.7	15.6
3	135	28.9	63.0	8.1

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

A. J. RICKOFF
(K4-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
4	90	5.6	65.5	28.9
5	106	9.4	38.5	32.1
6	80	11.3	77.5	11.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
4	70	4.3	84.3	11.4
5	73	12.3	71.2	16.4
6	93	10.8	81.7	7.5

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

4/84

BUHRER
(K4-6)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
4	79	12.7	75.9	11.4
5	103	6.9	61.8	31.4
6	94	4.3	77.7	18.1

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black No.	Black %	Other No.	Other %	Total No.	Total %
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
4	89	24.7	62.9	12.4
5	70	17.1	67.1	15.7
6	98	7.1	78.6	14.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black No.	Black %	Other No.	Other %	Total No.	Total %
Boys						
Girls						
Total						

FOREST HILL PARKWAY

(K4-6)

1982-83
CTBS READING COMPREHENSION

Stanine Bandings/%

rade	No. Tested	Above Average	Average	Below Average
4	121	31.5	57.0	21.5
5	161	11.8	59.0	29.2
6	124	8.1	80.6	11.3

condary Schools Only--
ades:

A	B	C	D	F	Total
					100%

./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Stanine Bandings/%

Grade	No. Tested	Above Average	Average	Below Average
4	122	10.7	71.3	18.0
5	110	12.7	68.2	19.1
6	124	12.1	74.2	13.7

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

/84

GARFIELD (K4-6)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
4	79	12.7	70.9	16.5
5	103	13.6	64.1	22.3
6	77	1.3	88.3	10.4

econdary Schools Only--
rades:

A	B	C	D	F	Total
					100%

o./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

/84

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
4	65	4.6	80.0	15.4
5	66	12.1	69.7	18.2
6	84	8.3	75.0	16.7

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

Harvey Rice
(K1-3)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Above Average	Average	Below Average
		Stanine Bandings/%		
1	189	27.5	61.4	11.1
2	165	17.6	64.2	18.2
3	149	17.4	59.7	22.8

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Above Average	Average	Below Average
		Stanine Bandings/%		
1	203	33.5	61.6	4.9
2	165	17.6	69.1	13.3
3	162	8.0	74.1	17.9

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

4/84

W. Longfellow
(K1-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
ade	No. Tested	Above Average	Average	Below Average
1	70	42.9	45.7	11.4
2	69	10.1	63.8	26.1
3	54	9.3	68.5	22.2
4	88	0	79.5	20.5
5	94	10.6	72.3	17.0
6	73	8.2	69.9	21.9

ondary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
1	77	37.7	57.1	5.2
2	53	32.1	56.6	11.3
3	70	8.6	67.1	24.3
4	58	6.9	72.4	20.7
5	94	3.2	85.1	11.7
6	86	8.1	70.9	20.9

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

(K4-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
rade	No. Tested	Above Average	Average	Below Average
4	82	4.9	67.1	28.0
5	94	16.0	64.9	19.1
6	84	2.4	67.9	29.8

econdary Schools Only--
rades:

A	B	C	D	F	Total
					100%

o./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

/84

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
4	71	7.0	70.4	22.5
5	84	9.5	82.1	8.3
6	88	4.5	68.2	27.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

ARY M. BETHUNE
(K4-6)

1982-83
CTBS READING COMPREHENSION

Stanine Bandings/%

de	No. Tested	Above Average	Average	Below Average
	106	17.9	73.6	8.5
	106	26.4	67.0	6.6
	88	15.9	72.7	10.4

ndary Schools Only--
es:

B	C	D	F	Total
				100%

% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Stanine Bandings/%

Grade	No. Tested	Above Average	Average	Below Average
4	80	26.3	58.8	15.0
5	99	59.6	37.4	3.0
6	98	20.4	70.4	9.2

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

BEST COPY AVAILABLE

(K4-6)

1982-83
CTBS READING COMPREHENSION

ade	No. Tested	Stanine Bandings/%		
		Above Average	Average	Below Average
4	152	9.2	65.8	25.0
5	155	10.3	69.7	20.0
6	139	9.4	82.7	7.9

ondary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/%		
		Above Average	Average	Below Average
4	129	15.5	70.5	14.0
5	149	11.4	67.8	20.8
6	130	12.3	78.5	9.2

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

TREMONT
(K1-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
ade	No. Tested	Above Average	Average	Below Average
1	141	6.4	72.3	21.3
2	127	12.6	73.2	14.2
3	98	3.1	74.5	22.4
4	127	4.7	58.3	37.0
5	102	4.9	56.9	38.2
6	141	5.0	76.6	18.4

condary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
1	142	22.5	66.2	11.3
2	124	10.5	78.2	11.3
3	120	8.3	76.7	15.0
4	111	2.7	65.8	31.5
5	112	5.4	64.3	30.4
6	95	21.1	73.7	5.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

ADE PARK

(K1-6)

1982-83

CTBS READING COMPREHENSION

		Stanine Bandings/%		
de	No. Tested	Above Average	Average	Below Average
	93	19.4	72.0	8.6
	69	11.6	71.0	17.4
	86	18.6	64.0	17.4
	67	4.5	71.6	23.9
5	94	13.8	55.3	30.9
6	76	13.2	68.4	18.4

ondary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84

CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
1	95	27.4	65.3	7.4
2	78	23.1	70.5	6.4
3	88	10.2	71.6	18.2
4	87	14.9	59.8	25.3
5	63	6.3	63.5	30.2
6	92	8.7	73.9	17.4

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

WALTON
(K4-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
ade	No. Tested	Above Average	Average	Below Average
4	132	5.3	64.4	30.3
5	157	10.2	70.1	19.7
6	134	6.7	77.6	15.7

condary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

34

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
4	153	8.5	73.9	17.6
5	130	7.7	70.0	22.3
6	145	18.6	77.9	3.4

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

(K1-6)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
rade	No. Tested	Above Average	Average	Below Average
1	64	6.3	84.4	8.4
2	50	6.0	64.0	30.0
3	37	5.4	62.2	32.4
4	53	0	60.4	39.6
5	23	4.3	56.5	39.1
6	17	17.6	82.4	10.4

econdary Schools Only--
rades:

A	B	C	D	F	Total
					100%

o./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
1	56	16.1	69.6	14.3
2	44	18.2	68.2	13.6
3	40	7.5	72.5	20.0
4	41	7.3	58.5	34.1
5	37	2.7	78.4	18.9
6	30	6.7	86.7	6.7

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

OODLAND HILLS
(K1-3)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
de	No. Tested	Above Average	Average	Below Average
1	151	23.8	68.9	7.3
2	125	11.2	78.4	10.4
3	134	7.5	72.4	20.1

ondary Schools Only--
des:

A	B	C	D	F	Total
					100%

/% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
1	160	29.4	61.9	8.8
2	131	13.0	73.3	13.7
3	113	6.2	76.1	17.7

Secondary Schools Only--
Grades:

A	B	C	D	F	Total
					100%

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

ALMIRA
(K1-3)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	130			
C -	"	"	36.9	54.6	8.5
C -	"	"	37.7	55.4	6.9
A -	"	"	25.4	53.1	21.5
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	134			
C -	"	"	33.6	57.5	9.0
C -	"	"	32.8	56.7	10.4
A -	"	"	20.9	58.0	20.9
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

A. J. RICKOFF

(K4-6)

1982-83
CTBS MATHEMATICS

Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	88			
C -	"	"	42.0	46.6	11.4
C -	"	"	21.6	67.0	11.4
A -	"	"	8.0	68.2	23.9
	5	104			
C -	"	"	33.7	58.7	7.7
C -	"	"	30.8	58.7	10.6
A -	"	"	17.3	69.2	13.5
	6	81			
C -	"	"	33.3	60.5	6.2
C -	"	"	22.2	65.4	12.3
A -	"	"	17.3	71.6	11.1

1983-84
CTBS MATHEMATICS

Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	72			
C -	"	"	36.1	48.6	15.3
C -	"	"	26.4	62.5	11.1
A -	"	"	6.9	79.2	13.0
	5	67			
C -	"	"	34.3	59.7	6.0
C -	"	"	70.1	23.9	6.0
A -	"	"	22.4	67.2	10.4
	6	91			
C -	"	"	46.2	50.5	3.3
C -	"	"	20.9	71.4	7.7
A -	"	"	12.1	74.7	13.2

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	80			
C -	"	"	68.8	28.8	2.5
C -	"	"	26.3	63.8	10.0
A -	"	"	15.0	62.5	22.5
	5	109			
C -	"	"	41.3	45.9	12.8
C -	"	"	26.6	61.5	11.9
A -	"	"	9.2	67.9	22.9
	6	100			
C -	"	"	29.0	61.0	10.0
C -	"	"	17.0	70.0	13.0
A -	"	"	10.0	73.0	17.0

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	101			
C -	"	"	47.5	46.5	5.9
C -	"	"	17.8	65.3	16.8
A -	"	"	10.9	66.3	22.8
	5	81			
C -	"	"	46.9	46.9	6.2
C -	"	"	40.7	54.3	4.9
A -	"	"	23.5	56.8	19.8
	6	108			
C -	"	"	33.3	59.3	7.4
C -	"	"	21.3	62.0	16.7
A -	"	"	13.0	73.1	13.9

FOREST HILL PARKWAY

(K4-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	119			
C -	"	"	41.2	47.1	11.8
C -	"	"	26.3	63.8	10.0
A -	"	"	15.0	62.5	22.5
	5	166			
C -	"	"	39.8	46.4	13.9
C -	"	"	21.7	65.1	13.3
A -	"	"	16.3	59.6	24.1
	6	130			
C -	"	"	25.4	66.2	8.5
C -	"	"	16.9	63.8	19.2
A -	"	"	12.3	72.3	15.4

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	121			
C -	"	"	44.6	49.6	5.8
C -	"	"	16.5	70.2	13.2
A -	"	"	16.5	65.3	18.2
	5	121			
C -	"	"	42.1	51.2	6.6
C -	"	"	20.7	66.9	12.4
A -	"	"	17.4	65.3	17.4
	6	136			
C -	"	"	31.6	64.0	4.4
C -	"	"	16.9	62.5	20.6
A -	"	"	14.0	71.3	14.7

GARFIELD

(K4-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/%		
			Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	80			
C -	"	"	53.8	40.0	6.3
C -	"	"	40.0	52.5	7.5
A -	"	"	13.8	72.5	13.8
	5	103			
C -	"	"	35.0	62.1	2.9
C -	"	"	17.5	71.8	10.7
A -	"	"	12.6	74.8	12.6
	6	80			
C -	"	"	37.5	57.5	5.0
C -	"	"	8.8	72.5	18.8
A -	"	"	6.3	75.0	18.8

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/%		
			Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	69			
C -	"	"	62.3	37.7	.0
C -	"	"	21.7	71.0	7.2
A -	"	"	18.8	72.5	8.7
	5	69			
C -	"	"	46.4	52.2	1.4
C -	"	"	33.3	62.3	4.3
A -	"	"	18.8	66.7	14.5
	6	82			
C -	"	"	30.5	64.6	4.9
C -	"	"	3.7	73.2	23.2
A -	"	"	4.9	84.1	11.0

HARVEY RICE
(K1-3)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	150			
C -	"	"	26.0	64.0	10.0
C -	"	"	6.7	81.3	12.0
A -	"	"	9.3	70.0	20.7
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	159			
C -	"	"	19.5	64.8	15.7
C -	"	"	8.8	72.3	18.9
A -	"	"	6.3	65.4	28.3
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

HENRY W. LONGFELLOW

(K1-6)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	59			
C -	"	"	8.5	74.6	16.9
C -	"	"	11.9	61.0	27.1
A -	"	"	5.1	62.7	32.2
	4	90			
C -	"	"	43.3	47.8	8.9
C -	"	"	8.9	67.8	23.3
A -	"	"	8.9	62.2	28.9
	5	101			
C -	"	"	41.6	50.5	7.9
C -	"	"	30.7	60.4	8.9
A -	"	"	9.9	78.2	11.9
	6	73			
C -	"	"	20.5	65.8	13.7
C -	"	"	8.2	65.8	26.0
A -	"	"	6.8	61.6	31.5

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	69			
C -	"	"	15.9	72.5	11.6
C -	"	"	14.5	75.4	10.1
A -	"		2.9	60.9	36.2
	4	58			
C -	"	"	43.1	43.1	13.8
C -	"	"	17.2	63.8	19.0
A -	"	"	6.9	55.2	37.9
	5	93			
C -	"	"	37.6	58.1	15.1
C -	"	"	21.5	74.2	4.3
A -	"	"	8.6	76.3	15.1
	6	86			
C -	"	"	22.1	65.1	12.8
C -	"	"	8.1	72.1	19.8
A -	"	"	3.5	67.4	29.1

MARGARET IRELAND
(K4-6)

1982-83
CTBS MATHEMATICS

			Stanine Bandings/%		
	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	80			
C -	"	"	33.8	48.8	17.5
C -	"	"	11.3	71.3	17.5
A -	"	"	15.0	61.3	23.8
	5	97			
C -	"	"	39.2	48.5	12.4
C -	"	"	24.7	64.9	10.3
A -	"	"	9.3	52.6	38.1
	6	91			
C -	"	"	24.2	61.5	14.3
C -	"	"	7.7	68.1	24.2
A -	"	"	6.6	65.9	27.5

1983-84
CTBS MATHEMATICS

			Stanine Bandings/%		
	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	73			
C -	"	"	34.2	56.2	9.6
C -	"	"	12.3	74.0	13.7
A -	"	"	11.0	64.4	24.7
	5	83			
C -	"	"	41.0	50.6	8.4
C -	"	"	38.5	54.2	7.2
A -	"	"	10.8	79.5	9.6
	6	88			
C -	"	"	26.1	68.2	5.7
C -	"	"	4.5	67.0	28.4
A -	"	"	3.4	75.0	21.6

MARY M. BETHUNE
(K4-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	102			
C -	"	"	63.7	33.3	2.9
C -	"	"	30.4	64.7	4.9
A -	"	"	27.5	64.7	7.8
	5	108			
C -	"	"	50.0	49.1	.9
C -	"	"	57.4	41.7	.9
A -	"	"	26.9	67.6	5.6
	6	94			
C -	"	"	39.4	60.6	.0
C -	"	"	19.1	73.4	7.4
A -	"	"	21.3	74.5	4.3

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	81			
C -	"	"	55.6	39.5	4.9
C -	"	"	44.4	54.3	1.2
A -	"	"	37.0	50.6	12.3
	5	98			
C -	"	"	59.2	36.7	4.1
C -	"	"	68.4	30.6	1.0
A -	"	"	41.8	55.1	3.1
	6	98			
C -	"	"	37.8	57.1	5.1
C -	"	"	43.9	48.0	8.2
A -	"	"	23.5	70.4	6.1

MT. PLEASANT

(K4-6)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	155			
C -	"	"	45.2	44.5	10.3
C -	"	"	15.5	63.9	20.6
A -	"	"	14.8	54.2	31.0
	5	156			
C -	"	"	54.5	39.7	5.8
C -	"	"	28.8	66.7	4.5
A -	"	"	16.7	68.6	14.7
	6	138			
C -	"	"	34.8	63.8	1.4
C -	"	"	13.8	69.6	16.7
A -	"	"	18.1	72.5	9.4

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	132			
C -	"	"	58.3	38.6	3.0
C -	"	"	18.2	64.4	17.4
A -	"	"	21.1	62.9	15.9
	5	148			
C -	"	"	43.2	50.7	6.1
C -	"	"	14.2	81.1	4.7
A -	"	"	14.2	70.3	15.5
	6	137			
C -	"	"	53.3	43.8	2.9
C -	"	"	18.2	73.7	8.0
A -	"	"	15.3	74.5	10.2

TREMONT
(K1-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	97			
C -	"	"	13.4	53.6	33.0
C -	"	"	8.2	63.9	27.8
A -	"	"	4.1	59.8	36.1
	4	126			
C -	"	"	27.8	54.8	17.5
C -	"	"	12.7	51.6	35.7
A -	"	"	7.9	57.1	34.9
	5	105			
C -	"	"	20.0	64.8	15.2
C -	"	"	18.1	61.0	21.0
A -	"	"	8.6	63.8	27.6
	6	142			
C -	"	"	25.4	64.1	10.6
C -	"	"	10.6	69.0	20.4
A -	"	"	6.3	75.4	18.3

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	125			
C -	"	"	21.6	61.6	16.8
C -	"	"	18.4	65.6	16.0
A -	"	"	10.4	72.8	16.8
	4	108			
C -	"	"	35.2	50.9	13.9
C -	"	"	15.7	61.1	23.1
A -	"	"	9.3	61.1	29.6
	5	112			
C -	"	"	19.6	70.5	9.8
C -	"	"	24.1	63.4	12.5
A -	"	"	8.9	67.9	23.2
	6	99			
C -	"	"	39.4	58.6	2.0
C -	"	"	14.1	71.7	14.1
A -	"	"	6.1	72.7	21.2

WADE PARK
(K1-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	86			
C -	"	"	25.6	65.1	9.3
C -	"	"	11.6	80.2	8.1
A -	"	"	11.6	68.6	19.8
	4	66			
C -	"	"	22.7	54.5	22.7
C -	"	"	7.6	63.6	28.8
A -	"	"	7.6	62.1	30.3
	5	95			
C -	"	"	28.4	61.1	10.5
C -	"	"	18.9	65.3	15.8
A -	"	"	11.6	58.9	29.5
	6	74			
C -	"	"	31.1	58.1	10.8
C -	"	"	18.9	67.6	13.5
A -	"	"	12.2	66.2	21.6

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	87			
C -	"	"	25.3	66.7	8.0
C -	"	"	17.2	71.3	11.5
A -	"	"	10.3	63.2	26.4
	4	84			
C -	"	"	44.0	38.1	17.9
C -	"	"	16.7	58.3	25.0
A -	"	"	11.9	64.3	23.8
	5	64			
C -	"	"	34.4	56.3	9.4
C -	"	"	25.0	67.2	7.8
A -	"	"	14.1	70.3	15.6
	6	94			
C -	"	"	29.8	64.9	5.3
C -	"	"	18.1	71.3	10.6
A -	"	"	18.1	67.0	14.9

WALTON
(K4-6)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	146			
C -	"	"	48.6	40.4	11.0
C -	"	"	18.5	71.9	9.6
A -	"	"	11.0	66.4	22.6
	5	164			
C -	"	"	40.2	54.9	4.9
C -	"	"	27.4	65.2	7.3
A -	"	"	14.0	73.8	12.2
	6	148			
C -	"	"	29.7	62.8	7.4
C -	"	"	12.2	70.3	17.6
A -	"	"	9.5	72.3	18.2

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	3	---	---	---	---
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	4	158			
C -	"	"	55.1	37.3	7.6
C -	"	"	25.9	68.4	28.3
A -	"	"	14.6	63.9	21.5
	5	140			
C -	"	"	32.9	62.1	5.0
C -	"	"	27.1	62.9	10.0
A -	"	"	12.1	72.9	15.0
	6	143			
C -	"	"	29.4	69.2	1.4
C -	"	"	16.1	73.4	10.5
A -	"	"	7.0	79.7	13.3

WILLOW
(K1-6)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	40			
C -	"	"	30.0	57.5	12.5
C -	"	"	15.0	57.5	27.5
A -	"	"	5.0	55.0	40.0
	4	47			
C -	"	"	38.3	42.6	19.1
C -	"	"	2.1	68.1	29.8
A -	"	"	8.5	46.8	44.7
	5	24			
C -	"	"	25.0	66.7	8.3
C -	"	"	4.2	75.0	20.8
A -	"	"	4.2	70.8	25.0
	6	31			
C -	"	"	32.3	61.3	6.5
C -	"	"	9.7	83.9	6.5
A -	"	"	16.1	64.5	19.4

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	42			
C -	"	"	38.1	45.2	16.7
C -	"	"	26.2	66.7	7.1
A -	"	"	21.4	59.5	19.0
	4	44			
C -	"	"	50.0	47.7	2.3
C -	"	"	6.8	79.5	13.6
A -	"	"	15.9	68.2	15.9
	5	36			
C -	"	"	41.7	50.0	8.3
C -	"	"	33.3	52.8	13.9
A -	"	"	22.2	47.2	30.6
	6	27			
C -	"	"	18.5	74.1	7.4
C -	"	"	11.1	77.8	11.1
A -	"	"	3.7	63.0	33.3

WOODLAND HILLS
(K1-3)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	136			
C -	"	"	16.9	69.9	13.2
C -	"	"	7.4	74.3	18.4
A -	"	"	3.7	72.8	23.5
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	3	118			
C -	"	"	11.9	72.0	16.0
C -	"	"	7.6	75.4	16.9
A -	"		9.3	63.6	27.1
	4				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	5				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---
	6				
C -	---	---	---	---	---
C -	---	---	---	---	---
A -	---	---	---	---	---

9/4/84

A.B. HART
(7-9)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	271	4.8	69.1	26.2
8	216	4.2	65.7	30.1
9	162	5.6	66.0	28.4

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
1058	1392	1736	1497	2800	8608
12.3	16.2	20.2	17.4	32.5	100%

*Includes I, W & Other = 125 (1.4%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

4/84

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	295	4.4	70.8	24.7
8	228	5.3	78.1	16.7
9	211	2.8	72.5	24.6

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
1015	1546	1960	1448	2666	8712
11.7	17.7	22.5	16.6	30.6	100%

*(Includes I, W & Other = 77 (.9%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

9/4/84

CHARLES ELIOT
(7-9)

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	169	7.1	74.0	18.9
8	157	5.7	77.7	16.6
9	122	9.0	77.9	13.1

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
574	1067	1584	1123	565	6203
9.3	17.2	25.5	18.1	9.1	100%

*(Includes I, W & Other = 1290 (20.8%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	131	5.3	79.4	15.3
8	138	8.0	78.3	13.8
9	151	3.3	77.5	19.2

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
534	1203	1402	988	657	4985
10.7	24.1	28.1	19.8	13.2	100%

*(Includes I, W & Other = 201 (4.1%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

HARRY E. DAVIS

(7-9)

9/4/84

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	173	4.0	68.8	27.2
8	100	3.0	71.0	26.0
9	106	7.5	69.8	22.6

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
590	734	157	1062	1597	5952
9.9	12.3	19.4	17.8	26.8	100%

*Includes I, W & Other = 812 (12.7%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	132	11.4	69.7	18.9
8	116	4.3	81.0	14.7
9	114	6.1	74.6	19.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
604	698	1075	955	1395	5046
12.0	13.8	21.3	18.9	27.6	100%

*(Includes I, W & Other = 319 (6.3%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

4/84

M.L. KING
(7-9)

9/4/84

1982-83
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	204	2.0	68.6	29.4
8	135	1.5	70.8	27.7
9	83	4.8	59.0	36.1

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
585	949	1001	1005	2316	6019
9.7	12.4	16.6	16.7	38.5	100%

*(Includes I, W & Other = 363 (6.0%)

No./% of "U's" in Conduct:

	Black No.	Black %	Other No.	Other %	Total No.	Total %
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
7	166	7.8	63.3	28.9
8	183	5.5	71.0	23.5
9	136	5.1	73.5	21.3

Secondary Schools Only--
Grades:

A	B	C	D	F	Total *
685	764	1157	1079	1870	5838
11.7	13.1	19.8	18.5	32.0	100%

*(Includes I, W & Other = 283 (4.9%)

No./% of "U's" in Conduct:

	Black No.	Black %	Other No.	Other %	Total No.	Total %
Boys						
Girls						
Total						

4/4/8

NATHAN HALE
(7-9)

1982-83
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
7	291	13.4	62.2	24.4
8	146	8.9	67.1	24.0
9	160	20.6	65.6	13.8

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
1079	1078	1515	1628	2212	8570
12.6	12.6	17.7	19.0	25.8	100%

*(Includes I, W & Other = 1058 (12.3%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

1983-84
CTBS READING COMPREHENSION

		Stanine Bandings/%		
Grade	No. Tested	Above Average	Average	Below Average
7	239	13.0	74.5	12.6
8	246	7.7	74.8	17.5
9	182	19.2	65.9	14.8

Secondary Schools Only--
Grades:

A	B	C	D	F	Total*
1112	1192	1513	1434	2255	8017
13.9	14.9	18.9	17.9	28.1	100%

*(Includes I, W & Other = 511 (6.3%)

No./% of "U's" in Conduct:

	Black		Other		Total	
	No.	%	No.	%	No.	%
Boys						
Girls						
Total						

4/84

A. B. HART
(7-9)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	7	289			
C -	"	"	11.8	69.2	19.0
C -	"	"	2.1	62.6	35.3
A -	"	"	6.2	59.9	33.9
	8	246			
C -	"	"	18.7	69.5	11.8
C -	"	"	5.3	66.7	28.0
A -	"	"	7.7	67.5	24.8
	9---	(No 9th	Grade M	ath)-----	---------
C -					
C -					
A -					

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/% Above Average	Average	Below Average
	7	259			
C -	"	"	17.4	76.1	6.6
C -	"	"	6.9	67.2	25.9
A -	"	"	4.6	72.2	23.2
	8				
C -	"	271	15.5	66.5	17.9
C -	"	"	6.8	68.1	25.1
A -	"	"	6.4	64.9	28.7
	9--	(No 9th	Grade Ma	th)-----	--------
C -					
C -					
A -					

CHAS. ELIOT
(7-9)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	160			
C -	"	"	29.4	58.7	15.9
C -	"	"	8.1	73.8	18.1
A -	"	"	6.9	66.9	26.3
	8	168			
C -	"	"	3.6	79.8	16.7
C -	"	"	4.8	75.0	20.2
A -	"	"	4.2	69.6	26.2
	9---	(No 9th Grade Math)-------------------			
C -					
C -					
A -					

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	126			
C -	"	"	24.6	73.8	1.6
C -	"	"	8.7	71.4	19.8
A -	"	"	5.6	76.2	18.3
	8				
C -	"	132	14.4	75.8	9.8
C -	"	"	9.1	70.5	20.5
A -	"	"	10.6	74.2	15.2
	9---	(No 9th Grade Math)-------------------			
C -					
C -					
A -					

HARRY E. DAVIS

(7-9)

1982-83

CTBS MATHEMATICS

Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	184			
C -	"	"	7.1	73.4	19.6
C -	"	"	4.9	63.6	31.5
A -	"	"	3.8	59.8	36.4
	8	124			
C -	"	"	8.1	79.0	12.9
C -	"	"	4.0	53.2	42.7
A -	"	"	4.8	50.8	44.4
	9---(No 9th Grade Math)------------------				
C -					
C -					
A -					

1983-84

CTBS MATHEMATICS

Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	141			
C -	"	"	14.9	73.8	11.3
C -	"	"	4.3	69.5	26.2
A -	"	"	5.0	61.7	33.3
	8				
C -	"	157	7.6	82.2	10.2
C -	"	"	3.2	58.0	38.9
A -	"	"	3.2	52.9	43.9
	9---(No 9th Grade Math)---------------				
C -					
C -					
A -					

MARTIN L. KING
(7-9)

1982-83
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	188			
C -	"	"	11.7	74.5	13.8
C -	"	"	2.7	59.6	37.8
A -	"	"	2.7	54.8	42.6
	8	156			
C -	"	"	12.2	67.3	20.5
C -	"	"	5.8	53.2	41.0
A -	"	"	5.8	54.5	39.7
	9 ---	(No 9th Grade	Math) ------	---------	---------
C -					
C -					
A -					

1983-84
CTBS MATHEMATICS
Stanine Bandings/%

	Grade	No. Tested	Above Average	Average	Below Average
	7	150			
C -	"	"	20.0	64.7	15.3
C -	"	"	2.0	68.7	29.3
A -	"	"	2.0	64.7	33.3
	8				
C -	"	163	13.5	74.8	11.7
C -	"	"	4.9	65.6	29.4
A -	"	"	6.7	65.6	27.6
	9 ---	(No 9th Grade	Math) ------	---------	---------
C -					
C -					
A -					

NATHAN HALE
(7-9)

1982-83
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/%		
			Above Average	Average	Below Average
	7	271			
C -	"	"	12.2	78.2	9.6
C -	"	"	3.3	71.6	25.1
A -	"	"	2.2	55.7	42.1
	8	242			
C -	"	"	12.0	77.3	10.7
C -	"	"	5.8	64.0	30.2
A -	"	"	4.1	67.4	28.5
	9 ---(No 9th Grade Math)-----------------				
C -					
C -					
A -					

1983-84
CTBS MATHEMATICS

	Grade	No. Tested	Stanine Bandings/%		
			Above Average	Average	Below Average
	7	198			
C -	"	"	21.2	71.7	7.1
C -	"	"	11.1	78.3	10.6
A -	"	"	6.6	67.7	25.8
	8				
C -	"	267	19.5	71.2	9.4
C -	"	"	9.0	73.0	18.0
A -	"	"	6.7	71.2	22.1
	9 ---(No 9th Grade Math)-----------------				
C -					
C -					
A -					

ALMIRA

1982-83

Average Daily Membership 576.56

1982-83 Poverty Rate 74.3

Teachers' Average No. of Days of Absence 10.74

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	77.97	---	92.19	90.30	91.12	90.30	90.73
1	85.38	83.66	91.49	89.50	88.08	85.60	86.82
2	86.07	86.07	91.33	91.42	88.39	88.00	88.19
3	88.70	86.11	94.54	94.84	91.37	89.15	90.14
SCHOOL	85.64		91.78		88.52		
TOTAL							

1983-84

Average Daily Membership 622.21

1983-84 Poverty Rate 76.2

Teachers' Average No. of Days of Absence 13.89

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	94.15	81.78	89.74	89.40	90.05	89.01	89.43
1	90.38	90.69	89.59	88.85	90.05	89.98	90.02
2	91.26	89.96	93.18	90.66	92.10	90.22	91.17
3	90.63	91.68	92.41	88.54	91.33	90.68	91.02
SCHOOL	90.69		90.31		90.52		
TOTAL							

ANDREW J. RICKOFF

1982-83

Average Daily Membership 388.92

1982-83 Poverty Rate 66.6

Teachers' Average No. of Days of Absence 7.55

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	92.47	90.91	---	---	92.47	90.91	91.62
4	93.74	94.83	82.25	83.97	90.98	92.32	91.57
5	94.12	95.84	83.07	84.10	91.23	92.68	91.87
6	93.44	93.53	75.89	82.79	88.14	91.20	89.47
SCHOOL	93.67		81.70		91.13		
TOTAL							

1983-84

Average Daily Membership 353.88

1983-84 Poverty Rate 74.1

Teachers' Average No. of Days of Absence 8.74

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	92.73	93.46	---	---	92.73	93.46	93.10
4	95.72	95.93	89.66	88.83	93.69	94.61	94.03
5	95.00	95.37	85.74	89.20	93.07	93.89	93.44
6	96.70	95.11	91.70	87.46	95.15	92.61	93.92
SCHOOL	95.12		88.99		93.69		
TOTAL							

BUHRER

1982-83

Average Daily Membership 444.00

1982-83 Poverty Rate 88.7

Teachers' Average No. of Days of Absence 9.36

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	95.57	---	89.21	86.12	89.53	86.12	88.06
4	86.84	90.82	88.76	91.34	88.03	91.11	89.47
5	88.90	88.24	91.73	91.91	90.53	90.16	90.35
6	91.86	90.72	91.46	91.49	91.65	90.96	91.34
SCHOOL	89.72		90.44		90.14		
TOTAL							

1983-84

Average Daily Membership 415.63

1983-84 Poverty Rate 92.2

Teachers' Average No. of Days of Absence 9.85

Average Daily Attendance Rate

Grade	Black		Other		Total		Grad Tota
	M	F	M	F	M	F	
K	94.74	---	91.82	90.13	92.00	90.13	91.2
4	92.53	92.07	91.92	95.54	92.18	93.89	93.0
5	94.00	93.02	92.43	91.18	93.03	92.06	92.5
6	90.33	95.29	90.03	92.78	90.14	94.01	91.9
SCHOOL	92.91		91.96		92.32		
TOTAL							

FOREST HILL PARKWAY

1982-83

Average Daily Membership	504.33
1982-83 Poverty Rate	78.7
Teachers' Average No. of Days of Absence	9.98

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	92.01	84.64	---	---	92.01	84.64	88.27
4	94.39	94.69	78.50	78.48	89.60	92.62	91.13
5	95.97	95.00	79.52	78.76	89.64	90.53	90.09
6	94.97	94.79	76.64	74.46	88.29	91.20	89.99
SCHOOL	93.51		78.04		90.00		
TOTAL							

1983-84

Average Daily Membership	460.67
1983-84 Poverty Rate	83.3
Teachers' Average No. of Days of Absence	10.75

Average Daily Attendance Rate

Grade	Black		Other		Total		Gra Tot
	M	F	M	F	M	F	
K	88.31	91.02	---	---	88.31	91.02	89.
4	94.14	95.36	91.21	88.18	93.13	92.89	93.
5	95.39	94.01	86.73	88.19	92.75	92.89	92.
6	94.34	96.19	86.53	85.39	91.81	93.10	92.
SCHOOL	93.98		87.64		92.33		
TOTAL							

4/84

GARFIELD

1982-83

Average Daily Membership 312.50

1982-83 Poverty Rate 83.1

Teachers' Average No. of Days of Absence 12.72

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	97.96	---	90.70	95.11	91.18	95.11	92.42
4	87.35	87.75	89.80	92.50	87.85	88.44	88.13
5	89.07	87.19	91.82	88.48	89.68	87.48	88.82
6	88.57	89.46	87.41	90.67	88.40	89.70	88.96
SCHOOL	88.34		90.71		88.92		
TOTAL							

1983-84

Average Daily Membership 259.64

1983-84 Poverty Rate 73.5

Teachers' Average No. of Days of Absence 8.42

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	---	89.66	93.52	91.51	93.52	91.19	92.22
4	91.54	91.60	94.71	92.20	92.34	91.73	92.03
5	91.30	91.48	88.75	94.28	90.80	92.01	91.36
6	94.87	94.30	86.83	89.19	93.05	93.55	93.23
SCHOOL	92.65		91.28		92.27		
TOTAL							

HARVEY RICE

1982-83

Average Daily Membership 642.97

1982-83 Poverty Rate 74.9

Teachers' Average No. of Days of Absence 10.56

1983-84

Average Daily Membership 705.08

1983-84 Poverty Rate 75.2

Teachers' Average No. of Days of Absence 7.34

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	90.08	90.83	94.89	95.79	90.23	90.92	90.58
1	94.01	91.59	80.45	78.45	89.71	87.85	88.75
2	94.29	92.22	81.51	81.37	90.67	89.16	90.04
3	94.63	94.45	82.36	83.82	90.58	90.39	90.48
SCHOOL	92.78		81.51		89.83		
TOTAL							

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	90.84	90.56	90.63	---	90.83	90.56	90.70
1	93.14	92.58	85.35	86.77	90.36	90.95	90.65
2	94.98	93.96	86.18	89.12	91.96	92.57	92.25
3	95.34	94.76	88.32	86.66	92.89	92.37	92.65
SCHOOL	93.19		86.97		91.57		
TOTAL							

4/84

HENRY W. LONGFELLOW

1982-83

Average Daily Membership 584.79

1982-83 Poverty Rate 78.8

Teachers' Average No. of Days of Absence 12.50

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	91.60	91.05	88.30	84.82	90.65	89.42	90.06
1	93.52	91.91	91.54	94.21	93.16	92.11	92.68
2	94.92	96.16	95.69	92.86	95.10	95.41	95.24
3	94.49	94.29	93.49	94.61	94.29	94.33	94.31
4	94.09	93.30	93.00	91.24	93.82	92.79	93.38
5	95.95	94.73	79.43	96.05	93.98	95.08	94.46
6	92.82	93.67	90.64	92.36	92.35	93.44	92.90
SCHOOL	93.84		91.28		93.31		
TOTAL							

1983-84

Average Daily Membership 560.71

1983-84 Poverty Rate 88.2

Teachers' Average No. of Days of Absence 9.28

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	86.79	88.11	89.90	86.75	87.66	87.66	87.66
1	92.60	92.96	97.24	95.43	93.43	93.30	93.38
2	94.27	93.02	96.15	95.20	94.70	93.32	94.08
3	95.43	93.69	94.69	89.29	95.29	92.72	94.16
4	93.63	93.78	95.21	94.88	94.11	93.91	94.01
5	93.63	95.08	90.39	93.22	92.92	94.67	93.67
6	94.64	94.61	79.27	91.62	93.36	93.86	93.04
SCHOOL	93.22		91.50		92.86		
TOTAL							

MARGARET IRELAND

1982-83

Average Daily Membership 373.21

1982-83 Poverty Rate 84.3

Teachers' Average No. of Days of Absence 10.85

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	91.03	87.42	---	93.81	91.03	87.62	89.53
4	90.28	89.07	78.59	81.55	87.30	87.07	87.21
5	91.23	91.24	72.65	73.44	87.42	87.07	87.24
6	92.50	90.10	82.03	76.07	90.03	85.97	87.92
SCHOOL	90.54		77.38		87.77		
TOTAL							

1983-84

Average Daily Membership 324.94

1983-84 Poverty Rate 81.8

Teachers' Average No. of Days of Absence 11.08

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	91.75	90.08	---	---	91.75	90.08	90.95
4	94.74	92.68	85.22	84.00	91.97	90.96	91.45
5	93.16	90.78	78.01	83.39	89.26	88.90	89.11
6	94.91	91.94	85.00	86.27	93.76	90.85	92.12
SCHOOL	92.68		83.07		90.85		
TOTAL							

4/84

MARY M. BETHUNE

1982-83

Average Daily Membership	450.61
1982-83 Poverty Rate	64.6
Teachers' Average No. of Days of Absence	6.89

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	85.89	87.97	---	---	85.89	87.97	86.95
4	91.65	93.50	82.96	80.20	88.63	89.95	89.36
5	94.00	91.82	83.64	75.37	92.43	87.80	90.67
6	92.95	95.35	71.66	80.18	84.83	90.77	87.62
SCHOOL	91.66		78.51		88.77		
TOTAL							

1983-84

Average Daily Membership	425.78
1983-84 Poverty Rate	68.1
Teachers' Average No. of Days of Absence	7.42

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	89.04	89.43	---	94.68	89.04	89.49	89.28
4	93.95	92.48	86.66	94.34	91.66	92.85	92.36
5	93.06	96.11	88.88	84.07	91.52	92.40	91.98
6	94.09	93.21	87.18	89.79	92.67	92.35	92.54
SCHOOL	92.36		88.16		91.51		
TOTAL							

4/84

MT. PLEASANT

1982-83

Average Daily Membership: 609.63

1982-83 Poverty Rate: 78.0

Teachers' Average No. of Days of Absence: 10.31

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	89.01	91.18	93.96	---	89.14	91.18	90.05
4	94.82	93.79	83.34	81.83	91.88	90.00	91.06
5	93.81	92.27	81.55	81.76	90.17	89.57	89.87
6	94.78	94.17	82.72	83.85	91.48	90.80	91.18
SCHOOL	92.92		82.65		90.56		
TOTAL							

1983-84

Average Daily Membership: 589.98

1983-84 Poverty Rate: 80.4

Teachers' Average No. of Days of Absence: 4.62

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	89.88	89.40	100.00	88.66	90.03	89.39	89.71
4	95.30	95.17	94.17	92.02	94.98	94.35	94.68
5	95.87	94.08	83.99	91.22	93.08	93.23	93.15
6	95.67	95.94	87.97	90.17	93.81	94.61	94.22
SCHOOL	93.77		89.98		93.01		
TOTAL							

TREMONT

1982-83

Average Daily Membership: 913.11

1982-83 Poverty Rate: 96.0

Teachers' Average No. of Days of Absence: 9.65

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	92.10	87.98	84.38	89.98	87.23	89.47	88.36
1	85.11	85.64	89.34	91.04	87.00	88.17	87.56
2	90.81	88.59	92.97	92.05	91.52	90.26	90.84
3	90.50	88.57	90.75	88.90	90.58	88.75	89.61
4	88.27	88.92	85.99	90.68	87.32	89.63	88.28
5	91.68	91.97	85.38	90.82	89.82	91.39	90.52
6	92.22	90.88	91.62	83.79	91.98	88.29	90.02
SCHOOL	89.45		89.10		89.29		
TOTAL							

1983-84

Average Daily Membership: 867.51

1983-84 Poverty Rate: 92.1

Teachers' Average No. of Days of Absence: 6.78

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	92.18	89.98	87.52	87.93	88.47	88.47	88.47
1	91.86	89.32	88.30	89.69	90.65	89.48	90.09
2	90.21	89.57	90.80	91.00	90.49	90.35	90.42
3	92.05	91.83	91.94	92.57	92.00	92.16	92.08
4	93.16	92.24	86.94	90.92	90.71	91.56	91.12
5	92.37	93.38	92.48	92.22	92.39	92.95	92.66
6	94.44	93.13	89.87	89.45	93.08	91.27	92.22
SCHOOL	91.95		90.07		91.12		
TOTAL							

4/84

WADE PARK

1982-83

Average Daily Membership	596.60
1982-83 Poverty Rate	85.0
Teachers' Average No. of Days of Absence	9.24

1983-84

Average Daily Membership	620.21
1983-84 Poverty Rate	89.3
Teachers' Average No. of Days of Absence	11.10

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	87.62	83.54	93.88	---	87.87	83.54	85.92
1	90.95	91.14	86.07	88.73	89.83	90.48	90.11
2	89.19	95.47	87.29	89.36	88.77	94.17	91.31
3	92.87	93.73	88.08	88.52	91.83	92.46	92.12
4	91.92	94.95	92.44	89.67	92.08	93.77	92.88
5	92.24	94.72	86.15	91.93	89.99	94.30	92.29
6	92.88	93.39	89.51	87.99	92.06	91.64	91.84
SCHOOL	92.19		82.76		91.30		
TOTAL							

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	94.35	93.90	---	---	94.35	93.90	94.17
1	92.32	91.75	85.63	90.83	90.58	91.51	91.10
2	94.82	95.47	88.12	91.88	93.23	94.72	93.85
3	93.06	94.59	91.83	92.27	92.84	94.16	93.43
4	94.13	95.65	93.00	90.30	93.93	94.45	94.14
5	94.33	94.11	85.70	82.47	91.71	92.16	91.94
6	94.16	93.03	91.85	89.41	93.51	92.46	92.99
SCHOOL	93.92		89.63		93.04		
TOTAL							

WALTON

1982-83

Average Daily Membership: 651.35

1982-83 Poverty Rate: 83.9

Teachers' Average No. of Days of Absence: 6.85

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	---	92.19	82.63	82.89	82.63	83.19	82.93
4	90.08	87.88	89.97	89.11	90.02	88.50	89.28
5	89.73	89.75	88.37	89.17	89.06	89.53	89.29
6	90.38	88.68	88.81	88.97	89.80	88.83	89.29
SCHOOL	89.48		87.21		88.22		
TOTAL							

1983-84

Average Daily Membership: 646.50

1983-84 Poverty Rate: 83.5

Teachers' Average No. of Days of Absence: 9.41

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	89.51	---	86.18	87.31	86.29	87.31	86.69
4	93.25	92.30	90.22	92.17	91.81	92.23	92.00
5	92.46	94.10	87.54	90.94	89.90	92.60	91.09
6	95.31	93.33	87.26	88.94	92.00	91.45	91.72
SCHOOL	93.45		88.63		90.72		
TOTAL							

WILLOW

1982-83

Average Daily Membership: 353.98

1982-83 Poverty Rate: 98.9

Teachers' Average No. of Days of Absence: 9.65

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	95.79	97.00	84.68	87.38	85.11	87.82	86.41
1	86.88	87.39	87.98	89.85	87.51	89.07	88.28
2	87.78	89.28	93.26	88.42	90.80	88.91	90.01
3	86.24	89.96	89.47	94.09	88.07	92.41	89.79
4	88.51	94.57	90.29	88.39	89.19	91.10	89.96
5	86.73	90.46	89.02	88.85	87.93	89.52	88.79
6	93.72	85.40	86.36	87.17	89.71	86.65	88.32
SCHOOL	88.96		88.76		88.84		
TOTAL							

1983-84

Average Daily Membership: 335.30

1983-84 Poverty Rate: 95.8

Teachers' Average No. of Days of Absence: 11.18

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	96.25	---	93.34	85.60	93.83	85.60	89.38
1	84.73	89.02	91.34	91.73	88.56	90.42	89.56
2	89.67	93.86	91.71	93.57	90.78	93.65	92.38
3	94.00	95.88	92.74	86.79	93.26	91.51	92.46
4	92.97	92.05	94.56	93.02	93.68	92.58	93.24
5	93.33	94.26	89.22	86.95	91.64	90.65	91.18
6	84.94	92.63	90.51	91.07	87.54	91.81	89.74
SCHOOL	91.54		90.89		91.18		
TOTAL							

4/84

WOODLAND HILLS

1982-83

Average Daily Membership: 544.44

1982-83 Poverty Rate: 77.7

Teachers' Average No. of Days of Absence: 6.45

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	87.86	86.90	77.00	87.76	87.69	86.91	87.29
1	92.44	91.75	85.12	84.06	89.72	90.54	90.08
2	92.70	93.91	86.38	85.24	91.15	92.00	91.53
3	94.44	92.92	84.83	83.25	91.48	90.49	90.99
SCHOOL	91.43		84.82		90.03		
TOTAL							

1983-84

Average Daily Membership: 591.01

1983-84 Poverty Rate: 77.4

Teachers' Average No. of Days of Absence: 8.51

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
K	89.97	89.30	---	91.58	89.97	89.33	89.67
1	93.38	92.11	92.68	78.15	93.15	90.42	91.84
2	92.36	92.46	90.81	91.84	91.89	92.34	92.08
3	92.21	94.17	91.93	90.94	92.14	93.29	92.61
SCHOOL	91.76		90.56		91.53		
TOTAL							

A. B. HART

1982-83

Average Daily Membership: 985.35

1982-83 Poverty Rate: 82.0

Teachers' Average No. of Days of Absence: 10.31

1983-84

Average Daily Membership: 1020.28

1983-84 Poverty Rate: 89.9

Teachers' Average No. of Days of Absence: 7.87

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	82.04	79.79	76.83	72.83	79.94	77.33	78.68
8	79.85	81.46	70.95	76.77	76.39	79.57	77.80
9	81.33	82.35	71.56	69.04	77.53	76.38	76.96
SCHOOL	81.06		73.03		77.87		
TOTAL							

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	82.76	86.97	75.09	75.25	80.63	83.30	81.99
8	79.60	83.25	72.76	72.18	76.52	79.43	77.87
9	78.17	79.51	73.21	66.78	76.22	74.24	75.30
SCHOOL	82.04		72.48		78.56		
TOTAL							

4/84

CHAS. W. ELIOT

1982-83

Average Daily Membership	573.22
1982-83 Poverty Rate	71.1
Teachers' Average No. of Days of Absence	9.62

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	90.45	92.02	73.01	78.88	85.82	88.74	87.14
8	90.80	92.03	69.02	74.01	84.29	88.61	86.18
9	91.93	90.34	75.77	68.58	88.39	85.97	87.38
SCHOOL	91.27		73.11		86.89		
TOTAL							

1983-84

Average Daily Membership	568.60
1983-84 Poverty Rate	72.1
Teachers' Average No. of Days of Absence	7.39

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	89.45	93.36	71.70	79.82	85.45	90.35	87.58
8	93.12	92.54	70.03	79.06	87.23	89.30	88.15
9	91.69	91.65	67.88	78.51	85.53	88.73	87.01
SCHOOL	91.88		73.77		87.57		
TOTAL							

4/84

HARRY E. DAVIS

1982-83

Average Daily Membership 604.77

1982-83 Poverty Rate 92.0

Teachers' Average No. of Days of Absence 8.96

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	83.12	85.13	53.86	58.97	74.80	78.81	76.87
8	83.53	83.01	51.78	65.64	76.12	78.42	77.31
9	84.15	77.81	64.07	72.10	79.06	76.49	77.96
SCHOOL	83.04		60.53		77.34		
TOTAL							

1983-84

Average Daily Membership 577.99

1983-84 Poverty Rate 85.4

Teachers' Average No. of Days of Absence 7.12

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	87.73	82.68	65.63	71.29	79.52	79.17	79.36
8	81.02	85.49	53.86	70.10	73.17	81.79	77.78
9	84.11	81.32	60.46	72.37	78.33	78.87	78.63
SCHOOL	83.85		65.84		78.60		
TOTAL							

4/84

MARTIN L. KING

1982-83

Average Daily Membership 556.11

1982-83 Poverty Rate 86.8

Teachers' Average No. of Days of Absence 10.81

1983-84

Average Daily Membership 667.15

1983-84 Poverty Rate 95.4

Teachers' Average No. of Days of Absence 10.02

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	81.15	82.01	62.65	67.09	76.05	77.64	76.77
8	78.79	81.11	65.16	57.67	74.68	72.18	73.56
9	81.53	82.34	45.20	71.86	74.44	79.13	76.72
SCHOOL	81.03		62.59		75.60		
TOTAL							

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	84.73	87.98	64.17	62.93	78.81	82.11	80.27
8	82.88	82.81	69.29	72.26	80.06	80.42	80.23
9	77.04	80.67	61.68	65.53	72.32	75.43	73.70
SCHOOL	82.96		65.56		78.34		
TOTAL							

NATHAN HALE

1982-83

Average Daily Membership	892.06
1982-83 Poverty Rate	90.5
Teachers' Average No. of Days of Absence	10.51

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	88.27	89.15	65.77	63.26	81.65	82.22	81.90
8	86.32	87.26	63.14	70.89	80.69	82.27	81.39
9	83.74	86.52	65.29	59.78	79.02	78.36	78.70
SCHOOL	86.97		64.75		80.80		
TOTAL							

1983-84

Average Daily Membership	890.00
1983-84 Poverty Rate	88.1
Teachers' Average No. of Days of Absence	7.18

Average Daily Attendance Rate

Grade	Black		Other		Total		Grade Total
	M	F	M	F	M	F	
7	86.82	88.28	62.05	70.35	80.18	82.43	81.19
8	84.93	86.12	72.40	68.51	81.90	81.63	81.78
9	81.98	81.43	68.34	70.71	78.53	77.80	78.21
SCHOOL	85.04		68.68		80.52		
TOTAL							

School: ALMIRA

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	3	0	0
Other	67	0	0
Total	70	0	0

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	122	25	20.5
Other	76	14	18.4
Total	198	39	19.7

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	95	6	1.1
Other	58	2	3.4
Total	153	8	5.2

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	82	3	3.6
Other	50	5	10.0
Total	132	8	6.1

Grade Total School

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	301	34	11.3
Other	251	21	8.4
Total	553	55	9.9

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	5	0	0
Other	69	2	5
Total	74	2	3

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	136	11	10
Other	79	8	8
Total	215	19	9

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	102	5	6
Other	66	3	4
Total	168	8	5

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	98	6	7
Other	54	5	7
Total	152	11	7

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	341	22	7
Other	268	18	6
Total	609	40	7

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: ANDREW J. RICKOFF

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	67	0	0
Other	0	0	0
Total	67	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	7	9.1
Other	24	1	4.2
Total	101	8	7.9

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	87	6	6.9
Other	33	3	9.1
Total	120	9	7.5

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	74	6	8.1
Other	26	5	19.2
Total	100	11	11.0

Grade Total

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	305	20	6.6
Other	83	9	8.3
Total	388	29	7.5

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	55	0	0
Other	0	0	0
Total	55	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	62	3	5
Other	25	0	0
Total	87	3	3

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	74	3	6
Other	18	1	2
Total	92	4	4

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	76	2	3
Other	36	3	6
Total	112	5	4

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	267	8	4
Other	79	4	3
Total	346	12	3

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: BUHRER

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	1	0	0
Other	55	0	0
Total	56	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	43	0	0
Other	65	3	4.6
Total	108	3	2.8

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	66	1	1.5
Other	80	3	3.8
Total	146	4	2.7

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	70	0	0
Other	58	3	5.2
Total	128	3	2.3

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	180	1	0.5
Other	258	9	3.5
Total	438	10	2.3

Grade ______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade ______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	2	0	0
Other	47	0	0
Total	49	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	54	0	0
Other	69	0	0
Total	123	0	0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	44	0	0
Other	58	0	0
Total	102	0	0

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	58	0	0
Other	80	0	0
Total	138	0	0

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	158	0	0
Other	254	0	0
Total	412	0	0

Grade ______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade ______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: FOREST HILL PARKWAY

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	88	4	0
Other	0	0	0
Total	88	4	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	95	0	0
Other	25	0	0
Total	120	0	0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	113	4	3.5
Other	53	2	3.7
Total	166	6	3.6

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	99	0	0
Other	33	0	0
Total	132	0	0

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	395	8	2.0
Other	111	2	1.8
Total	506	10	1.9

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	61	2	6
Other	0	1	4
Total	61	3	5

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	83	1	2
Other	42	0	0
Total	125	1	1

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	93	2	3
Other	32	1	2
Total	125	3	2

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	101	0	0
Other	43	0	0
Total	144	0	0

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	338	5	2
Other	117	2	1
Total	455	7	2

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: GARFIELD

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	1	0	0
Other	17	0	0
Total	18	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	70	3	4.3
Other	24	0	0
Total	84	3	3.6

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	85	0	0
Other	24	0	0
Total	109	0	0

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	78	0	0
Other	17	0	0
Total	95	0	0

Grade Total

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	234	3	1.9
Other	72	0	0
Total	306	3	.9

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	2	0	0
Other	15	0	0
Total	17	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	53	0	0
Other	19	0	0
Total	72	0	0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	57	0	0
Other	15	0	0
Total	72	0	0

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	68	0	0
Other	16	0	0
Total	84	0	0

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	180	0	0
Other	65	0	0
Total	245	0	0

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: HARVEY RICE

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	113	8	7.1
Other	2	0	0
Total	115	8	6.9

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	143	22	5.1
Other	62	18	20.0
Total	205	40	19.5

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	121	6	4.9
Other	48	6	12.5
Total	169	12	1.2

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	104	2	1.9
Other	55	1	1.8
Total	159	3	1.9

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	481	38	7.9
Other	167	25	14.9
Total	648	63	9.7

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	136	0	0
Other	1	3	4
Total	137	3	2

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	144	20	19
Other	66	11	10
Total	210	31	15

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	121	10	11
Other	56	9	11
Total	177	19	11

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	116	6	6
Other	60	3	4
Total	176	9	5

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	517	36	10
Other	183	26	8
Total	700	62	9

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: H. W. LONGFELLOW

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	61	1	1.6
Other	21	0	0
Total	82	1	1.2

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	62	11	17.7
Other	10	1	.1
Total	71	12	16.7

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	58	4	6.9
Other	18	0	0
Total	76	4	5.3

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	50	0	0
Other	9	0	0
Total	59	0	0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	79	0	0
Other	25	1	4.0
Total	104	1	1.0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	88	1	1.1
Other	19	1	5.3
Total	107	2	1.9

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	65	1	1.5
Other	17	3	17.6
Total	82	4	4.9

	TOTAL		
Black	463	18	3.9
Other	119	6	5.0
Total	582	24	4.1

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	55	1	2
Other	23	0	0
Total	78	1	1

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	65	4	10
Other	13	2	5
Total	78	6	8

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	48	8	25
Other	11	2	7
Total	59	10	17

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	60	1	2
Other	15	1	.3
Total	75	2	3

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	53	4	13
Other	13	0	0
Total	66	4	6

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	84	1	2
Other	23	0	0
Total	107	1	1

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	7	13
Other	17	1	2
Total	94	8	9

	TOTAL		
Black	442	26	9
Other	115	6	2
Total	557	32	6

BEST COP

School: MARGARET A. IRELAND

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	59	7	11.9
Other	1	0	0
Total	60	6	11.7

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	75	2	2.7
Other	25	0	0
Total	100	2	2.0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	91	2	2.2
Other	24	3	12.5
Total	115	5	4.3

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	71	1	1.4
Other	24	1	4.2
Total	95	2	2.1

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	296	12	4.1
Other	74	4	5.4
Total	370	16	4.3

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	42	1	5
Other	0	1	5
Total	42	2	5

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	60	9	24
Other	18	6	15
Total	78	15	19

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	5	8
Other	26	2	5
Total	103	7	7

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	84	3	7
Other	15	3	5
Total	99	6	6

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	263	18	11
Other	59	12	8
Total	322	30	9

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: MARY M. BETHUNE

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	95	4	4.2
Other	0	0	0
Total	95	4	4.2

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	81	0	0
Other	34	0	0
Total	115	0	0

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	101	2	2.0
Other	24	2	8.3
Total	125	4	3.2

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	75	0	0
Other	37	2	5.4
Total	112	2	1.8

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	352	6	1.7
Other	95	4	4.2
Total	447	10	2.2

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	112	2	4
Other	1	0	0
Total	113	2	2

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	67	3	8
Other	21	4	8
Total	88	7	8

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	73	2	4
Other	37	2	4
Total	110	4	4

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	89	3	5
Other	24	1	2
Total	113	4	4

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	341	10	5
Other	83	7	3
Total	424	17	4

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: MT. PLEASANT

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	126	6	4.8
Other	2	1	50.0
Total	128	7	5.5

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	122	6	4.9
Other	41	2	4.9
Total	163	8	4.3

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	122	7	5.7
Other	44	7	15.3
Total	166	14	8.4

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	105	3	2.9
Other	45	4	8.9
Total	150	7	4.7

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	475	22	4.6
Other	132	14	10.6
Total	607	36	5.9

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	136	5	7
Other	2	4	6
Total	138	9	7

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	101	4	5
Other	38	4	6
Total	139	8	6

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	120	9	10
Other	41	2	3
Total	161	11	7

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	117	4	5
Other	37	1	1
Total	154	5	3

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	474	22	7
Other	118	11	4
Total	592	33	6

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: TREMONT

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	25	2	8.0
Other	59	4	6.8
Total	84	6	7.1

Grade 1

	Total No. Promotes & Non-Promotes	No. Non 'romotes	% Non-Promotes
Black	91	23	25.3
Other	75	16	21.3
Total	166	39	23.5

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	75	4	5.3
Other	50	4	8.0
Total	125	8	6.4

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	56	2	3.6
Other	48	1	2.1
Total	103	3	2.9

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	85	7	8.2
Other	60	14	23.3
Total	145	21	14.5

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	79	9	11.4
Other	52	6	11.5
Total	131	15	11.5

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	96	1	1.0
Other	63	2	3.2
Total	159	3	1.9

	TOTAL		
Black	507	48	9.5
Other	407	47	11.5
Total	914	95	10.4

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	18	0	0
Other	58	0	0
Total	76	0	0

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	104	10	12
Other	62	11	14
Total	166	21	13

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	60	7	12
Other	62	4	6
Total	122	11	9

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	6	10
Other	49	9	14
Total	126	15	12

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	69	13	20
Other	53	5	9
Total	122	18	15

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	85	13	19
Other	46	5	8
Total	131	18	14

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	70	0	0
Other	45	2	4
Total	115	2	2

	SCHOOL TOTAL		
Black	483	49	11
Other	375	36	9
Total	858	85	10

BEST COPY

School: WADE PARK

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	44	1	2.3
Other	1	0	0
Total	45	1	2.2

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	76	15	19.7
Other	25	7	28.0
Total	101	22	21.8

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	58	1	1.7
Other	16	1	6.3
Total	74	2	2.7

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	2	2.6
Other	22	0	0
Total	99	2	2.0

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	61	4	6.6
Other	22	0	0
Total	83	4	4.8

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	41	0	0
Other	19	0	0
Total	60	0	0

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	30	0	0
Other	13	0	0
Total	43	0	0

	TOTAL		
Black	245	17	6.9
Other	134	7	5.2
Total	379	24	6.3

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	52	1	4
Other	0	0	0
Total	52	1	2

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	68	9	22
Other	27	6	11
Total	95	15	16

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	72	1	2
Other	21	1	3
Total	93	2	2

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	77	3	6
Other	17	2	5
Total	94	5	5

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	81	3	5
Other	19	1	3
Total	100	4	4

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	60	1	3
Other	17	1	3
Total	77	2	3

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	86	0	0
Other	24	1	2
Total	110	1	1

	TOTAL		
Black	496	18	5
Other	125	12	4
Total	621	30	5

BEST COPY

School: WALTON

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	2	0	0
Other	108	6	5.6
Total	110	6	5.5

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	80	8	10.0
Other	89	13	14.6
Total	169	21	12.4

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	104	5	4.8
Other	80	4	5.0
Total	184	9	4.9

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	96	3	3.1
Other	79	3	3.8
Total	175	6	3.4

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	282	16	5.7
Other	356	26	7.3
Total	638	42	6.6

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	3	3	4
Other	121	4	8
Total	124	7	6

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	92	14	14
Other	96	12	14
Total	188	26	14

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	82	5	6
Other	82	3	4
Total	164	8	5

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	96	1	1
Other	72	0	0
Total	168	1	1

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	273	23	6
Other	371	19	7
Total	644	42	7

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: WILLOW

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	2	0	0
Other	46	0	0
Total	48	0	0

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	24	4	16.7
Other	45	8	17.8
Total	69	12	17.4

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	28	0	0
Other	28	0	0
Total	56	0	0

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	18	0	0
Other	27	3	11.1
Total	45	3	6.7

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	31	4	12.9
Other	27	3	11.1
Total	58	7	12.1

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	20	1	5.0
Other	27	0	0
Total	47	1	2.1

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	15	0	0
Other	22	1	4.5
Total	37	1	2.7

	TOTAL		
Black	138	9	6.5
Other	222	15	6.8
Total	360	24	6.7

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	3	0	0
Other	37	0	0
Total	40	0	0

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	27	9	32
Other	33	9	28
Total	60	18	30

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	21	4	19
Other	27	5	19
Total	48	9	19

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	24	4	15
Other	26	1	4
Total	50	5	10

Grade 4

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	26	5	17
Other	23	0	0
Total	49	5	10

Grade 5

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	24	6	27
Other	19	0	0
Total	43	6	14

Grade 6

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	22	1	5
Other	19	0	0
Total	41	1	2

	SCHOOL TOTAL		
Black	147	29	17
Other	184	15	9
Total	331	44	13

BEST COPY

School: WOODLAND HILLS

1982-1983

Grade Kindergarten

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	122	7	5.7
Other	2	0	0
Total	124	7	5.6

Grade 1

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	118	16	13.6
Other	45	9	38.1
Total	163	25	15.3

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	93	14	15.1
Other	29	1	3.4
Total	122	15	12.3

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	100	18	18.0
Other	41	5	12.2
Total	141	23	16.3

Grade SCH. Total

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	433	55	12.7
Other	117	15	12.8
Total	550	70	12.7

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade Kdg.

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	153	1	1
Other	1	1	1
Total	154	2	1

Grade 1

	Total No. Promotes & Non-Promotes	No Non-Promotes	% Non-Promotes
Black	129	11	13
Other	39	7	9
Total	168	18	11

Grade 2

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	104	6	8
Other	37	7	11
Total	141	13	9

Grade 3

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	94	17	23
Other	34	5	9
Total	128	22	17

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	480	35	11
Other	111	20	7
Total	591	55	9

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: A. B. HART

1982-1983

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	229	39	30.1
Other	139	28	20.1
Total	368	67	18.2

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	194	35	18.0
Other	124	42	33.9
Total	318	77	24.2

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	168	27	16.1
Other	120	39	32.5
Total	288	66	22.9

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	591	101	17.1
Other	383	109	28.5
Total	974	210	21.6

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	261	29	16
Other	105	17	9
Total	366	46	13

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	196	38	22
Other	131	20	13
Total	327	58	18

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	192	19	11
Other	128	15	10
Total	320	34	11

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	649	86	16
Other	364	52	11
Total	1,013	138	14

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: CHAS. W. ELIOT

1982-1983

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	149	8	5.4
Other	51	6	11.8
Total	200	14	7.0

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	145	11	7.6
Other	47	8	17.0
Total	192	19	9.9

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	140	5	3.6
Other	37	4	10.8
Total	177	9	5.1

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	434	24	5.5
Other	135	18	13.3
Total	569	42	7.4

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	141	16	16
Other	41	10	13
Total	182	26	14

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	138	17	17
Other	45	8	10
Total	183	25	14

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	150	9	8
Other	44	4	5
Total	194	13	7

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	429	42	14
Other	130	22	9
Total	559	64	11

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: H. E. DAVIS

1982-1983

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	169	28	16.6
Other	57	24	40.0
Total	226	52	23.0

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	139	27	19.4
Other	44	17	15.9
Total	183	44	24.0

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	142	27	19.0
Other	43	10	23.3
Total	185	37	20.0

Grade TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	450	82	18.2
Other	144	51	35.4
Total	594	133	22.4

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	140	16	13
Other	72	10	11
Total	212	26	12

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	149	20	22
Other	50	18	17
Total	199	38	19

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	117	16	23
Other	44	21	23
Total	161	37	23

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	406	52	19
Other	166	49	17
Total	572	101	18

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade_______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: MARTIN L. KING

1982-1983

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	184	28	15.2
Other	73	30	41.1
Total	257	58	22.6

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	150	30	20.0
Other	71	26	36.6
Total	221	56	25.3

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	118	28	23.7
Other	41	20	48.8
Total	159	48	30.3

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	452	86	19.0
Other	185	76	41.1
Total	637	162	25.4

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	183	44	32
Other	62	15	14
Total	245	59	24

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	179	23	18
Other	48	20	20
Total	227	43	19

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	131	24	23
Other	63	15	17
Total	194	39	20

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	493	91	25
Other	173	50	17
Total	666	141	21

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

School: NATHAN HALE

1982-1983

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	247	33	13.4
Other	97	31	31.9
Total	344	64	18.6

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	205	41	20.0
Other	76	21	27.6
Total	281	62	22.1

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	185	37	24.4
Other	70	24	34.3
Total	255	71	27.8

Grade SCH. TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	637	121	18.9
Other	243	76	31.3
Total	880	197	22.4

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

1983-1984

Grade 7

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	213	25	15
Other	86	16	12
Total	299	41	14

Grade 8

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	243	31	17
Other	79	17	12
Total	322	48	15

Grade 9

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	185	43	29
Other	77	23	20
Total	262	66	25

Grade SCHOOL TOTAL

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black	641	99	20
Other	242	56	15
Total	883	155	18

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

Grade______

	Total No. Promotes & Non-Promotes	No. Non-Promotes	% Non-Promotes
Black			
Other			
Total			

BEST COPY

APPENDIX C

ECIA CHAPTER 1 PROJECTS

PROJECT PERFORM SCHOOLS

1983-84

BEST COPY

ECIA CHAPTER 1 PROJECTS BY CLUSTER
- 1983-1984 -

PROJECT PERFORM SCHOOLS

ch. ode No.	School Name - Elementary -	Grades	Pupil Adjust- ment	Child Develop- ment	Reading Improve- ment	Diagnos- tic Center	Project STAR	English- as-a-Sec. Language	Math Skills	Reading Strategy	Basic Skills Reinforce- ment	Reading Impact	Cluster	Children in Residential Schools
12	Almira	K1-3			x								H/WT	
16	A. J. Rickoff	K1-4					x		x	x			K/M	
64	Buhrer	K4-6					x	x	x	x			G/L-W	
71	Forest Hill Parkway	K4-6	x				x		x	x2*			G/L-W	
88	Garfield	K4-6								x			K/M	
40	Harvey Rice	K1-3	x		x								H/WT	
52	H. W. Longfellow	K1-6					x			x			COL'W	
45	Margaret Ireland	K4-6	xA*	x			x		x	x			EAST	
50	Mary Bethune	K4-6		x			x		x	x			H/WT	
04	Mt. Pleasant	K4-6											A/R	
44	Tremont	K1-6	x	x	x	x	x	x	x	x			ET/S	
56	Wade Park	K1-6	x	x	x		x		x	x			EAST	
60	Walton	K4-6	x				x	x	x	x			G/L-W	
05	Willow	K1-6			x					x			ET/S	
38	Woodland Hills	K1-6											A/R	

A - Adjustment Center; *C - Comprehensive Center; *2 - Two Teachers

BEST COPY

DISADVANTAGED PUPIL PROGRAM FUND PROJECTS BY CLUSTER
1983-84

ELEMENTARY SCHOOLS

PROJECT PERFORM SCHOOLS	ADAPTATION OF CURRICULUM						CULT. ENRICH.	ACADEMIC ACHIEVEMENT	
	Kindergarten Reinforcement	Full Day Kdgn.	Pilot Projects	Resident Environmental Classroom	Reinforcement Science Skills	Classroom Support	Motivational Cultural	Reading Impact	Grades
Almira	x	x			x	x	x	x	K1-3
A. J. Rickoff	x				x	x	x		K1-4
Buhrer	x			x	x	x	x		K4-6
Forest Hill Parkway	x			x	x	x	x		K4-6
Garfield	x				x	x	x		K4-6
Harvey Rice	x				x	x	x	x	K1-3
H. W. Longfellow	x			x	x	x	x	x	K1-6
Margaret Ireland	x			x	x	x	x		K4-6
Mary Bethune	x				x	x	x		K4-6
Mt. Pleasant	x			x	x	x	x		K4-6
Tremont	x	x		x	x	x	x	x	K1-6
Wade Park	x	x		x	x	x	x	x	K1-6
Walton	x			x	x	x	x		K4-6
Willow	x			x	x	x	x	x	K1-6
Woodland Hills	x				x	x	x	x	K1-6

JUNIOR HIGH SCHOOLS DPPF

- PROJECT PERFORM SCHOOLS -	MOT. & SELF IMAGERY	ADAPTATION OF CURRICULUM						CUL. ENRICH.	DROPOUT PREVENTION		ACADEMIC ACHIEV.
	Job Development		Latin Cultures	Pilot Projects	Reinforcement Science Skills	Classroom Support	Res. Environ. Classroom	Motivational Cultural	Internal Suspension Room	Upward Reach	Project STAR
A. B. Hart				X	X	X	X	X	X		X
Charles Eliot				X	X	X	X	X	X		X
Harry E. Davis					X	X	X	X	X		X
Martin Luther King					X	X	X	X	X		X
Nathan Hale					X	X	X	X	X		X

OTHER PROJECTS

1983-84

Sch. Code No.	PROJECT PERFORM SCHOOLS	Grades		Cleveland Indian Education	Urban Demo. Project									
	- ELEMENTARY -													
012	Almira	K1-3		x										
016	A. J. Rickoff	K1-4												
064	Buhrer	K4-6		x	x									
171	Forest Hill Parkway	K4-6		x	x									
188	Garfield	K4-6												
240	Harvey Rice	K1-3												
252	H. W. Longfellow	K1-6												
345	Margaret Ireland	K4-6		x										
350	Mary Bethune	K4-6		x										
404	Mt. Pleasant	K4-6												
544	Tremont	K1-6												
556	Wade Park	K1-6		x										
560	Walton	K4-6		x	x									
605	Willow	K1-6												
638	Woodland Hills	K1-6		x										
	- JUNIOR HIGH -													
005	A. B. Hart	7-9		x										
078	Charles Eliot	7-9		x										
233	Harry E. Davis	7-9		x										
351	Martin Luther King	7-9		x										
411	Nathan Hale	7-9		x										

- APPENDIX D -

SUMMARY OF t-TESTS

PRE- AND POST- SURVEY MEANS
AND ANALYSES OF VARIANCE
PROJECT PERFORM SCHOOLS

```
VARIABLE     NUMBER                  STANDARD     STANDARD   *(DIFFERENCE) STANDARD       STANDARD   *          2-TAIL *      T     DEGREES OF  2-TAIL
            OF CASES        MEAN     DEVIATION      ERROR    *      MEAN    DEVIATION       ERROR    *  CORR.  PROB.  *   VALUE      FREEDOM     PROB.
-----------------------------------------------------------------------------------------------------------------------------------------------------
TOTAL                                                        *                                       *                *
                        364.8354        46.932      5.280    *                                       *                *
                 79                                          *    18.1646       30.863      3.472    *  0.768  0.000  *    5.23         78      0.000
                        346.6709        43.093      4.845    *                                       *                *
TOTAL2                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
SAFETY                                                       *                                       *                *
                         35.3023         6.394      0.563    *                                       *                *
                129                                          *     1.1550        4.985      0.439    *  0.710  0.000  *    2.63        128      0.010
                         34.1473         6.683      0.588    *                                       *                *
SAFETY2                                                      *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
MISSN                                                        *                                       *                *
                         53.9840         7.616      0.681    *                                       *                *
                125                                          *     1.8240        6.899      0.617    *  0.570  0.000  *    2.96        124      0.004
                         52.1600         7.249      0.648    *                                       *                *
MISSN2                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
LEADER                                                       *                                       *                *
                         95.6579        16.397      1.536    *                                       *                *
                114                                          *     4.0439       11.863      1.111    *  0.731  0.000  *    3.64        113      0.000
                         91.6140        15.908      1.490    *                                       *                *
LEADER2                                                      *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
EXPECT                                                       *                                       *                *
                         41.3134         4.926      0.426    *                                       *                *
                134                                          *     2.1343        5.081      0.439    *  0.479  0.000  *    4.86        133      0.000
                         39.1791         5.025      0.434    *                                       *                *
EXPECT2                                                      *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
LEARN                                                        *                                       *                *
                         44.7206         5.186      0.445    *                                       *                *
                136                                          *     2.4853        5.465      0.469    *  0.441  0.000  *    5.30        135      0.000
                         42.2353         5.151      0.442    *                                       *                *
LEARN2                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
MONIT                                                        *                                       *                *
                         47.3603         5.153      0.442    *                                       *                *
                136                                          *     1.8824        5.832      0.500    *  0.366  0.000  *    3.76        135      0.000
                         45.4779         5.204      0.446    *                                       *                *
MONIT2                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
HOME                                                         *                                       *                *
                         48.4063         8.274      0.731    *                                       *                *
                128                                          *     3.7734        7.173      0.634    *  0.616  0.000  *    5.95        127      0.000
                         44.6328         8.088      0.715    *                                       *                *
HOME2                                                        *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
MEANB                                                        *                                       *                *
                          3.6484         0.469      0.053    *                                       *                *
                 79                                          *     0.1816        0.309      0.035    *  0.768  0.000  *    5.23         78      0.000
                          3.4667         0.431      0.049    *                                       *                *
MEANB2                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
MEAN1                                                        *                                       *                *
                          3.5302         0.639      0.056    *                                       *                *
                129                                          *     0.1155        0.499      0.044    *  0.710  0.000  *    2.63        128      0.010
                          3.4147         0.668      0.059    *                                       *                *
MEAN12                                                       *                                       *                *
-----------------------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY

```
                     3.8263      0.656      0.061    *                                          *                 *
            114                                      *   0.1618      0.475      0.044          * 0.731 0.000 *     3.64      113        0.000
                     3.6646      0.636      0.060    *                                          *                 *
MEAN32                                               *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------
MEAN4                                                *                                          *                 *
                     3.4428      0.410      0.035    *                                          *                 *
            134                                      *   0.1779      0.423      0.037          * 0.479 0.000 *     4.86      133        0.000
                     3.2649      0.419      0.036    *                                          *                 *
MEAN42                                               *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------
MEAN5                                                *                                          *                 *
                     3.7267      0.432      0.037    *                                          *                 *
            136                                      *   0.2071      0.455      0.039          * 0.441 0.000 *     5.30      135        0.000
                     3.5196      0.429      0.037    *                                          *                 *
MEAN52                                               *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------
MEAN6                                                *                                          *                 *
                     3.9467      0.429      0.037    *                                          *                 *
            136                                      *   0.1569      0.486      0.042          * 0.366 0.000 *     3.76      135        0.000
                     3.7898      0.434      0.037    *                                          *                 *
MEAN62                                               *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------
MEAN7                                                *                                          *                 *
                     3.2271      0.552      0.049    *                                          *                 *
            128                                      *   0.2516      0.478      0.042          * 0.616 0.000 *     5.95      127        0.000
                     2.9755      0.539      0.048    *                                          *                 *
MEAN72 -Pc.r                                         *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------
MEAN8                                                *                                          *                 *
                     3.6484      0.469      0.053    *                                          *                 *
             79                                      *   0.1816      0.309      0.035          * 0.768 0.000 *     5.23       78        0.000
                     3.4667      0.431      0.048    *                                          *                 *
MEAN82                                               *                                          *                 *
-----------------------------------------------------------------------------------------------------------------------------------


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                          07/25/84        PAGE  263

ELAPSED TIME REQUIRED..      9.74 SECONDS


                     127 BREAKDOWN         TABLES=SAFETY TO MEAN82 BY SCODE
                     128 STATISTICS        1

 ***** GIVEN WORKSPACE ALLOWS FOR  3344 CELLS AND    1 DIMENSIONS FOR SUBPROGRAM BREAKDOWN *****



- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                          07/25/84        PAGE  264

FILE   1983    (CREATION DATE = 07/25/84)   -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - -
```

BEST COPY

```
CRITERION VARIABLE    SAFETY
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE     VALUE LABEL               SUM           MEAN         STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                    4851.0000       35.1522        6.4047        41.0205      (   138)

SCODE                    3016.                            499.0000       31.1875        6.3163        39.8958      (    16)
SCODE                    3064.                            516.0000       36.8571        5.4612        29.8242      (    14)
SCODE                    3171.                            283.0000       40.4286        2.6367         6.9524      (     7)
SCODE                    3188.                            346.0000       38.4444        5.8547        34.2778      (     9)
SCODE                    3240.                            352.0000       32.0000        5.4589        29.8000      (    11)
SCODE                    3252.                            195.0000       32.5000        3.3912        11.5000      (     6)
SCODE                    3350.                             87.0000       43.5000        3.5355        12.5000      (     2)
SCODE                    3404.                            373.0000       33.9091        3.4772        12.0909      (    11)
SCODE                    3544.                            619.0000       30.9500        6.8247        46.5763      (    20)
SCODE                    3556.                            526.0000       37.5714        3.7970        14.4176      (    14)
SCODE                    3560.                            383.0000       38.3000        6.3078        39.7889      (    10)
SCODE                    3638.                            588.0000       39.2000        4.5857        21.0286      (    15)
SCODE                    4005.                             84.0000       28.0000       11.7898       139.0000      (     3)

  TOTAL CASES =       151
MISSING CASES =        13 OR    8.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                          07/25/84        PAGE  265

CRITERION VARIABLE SAFETY

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE     VALUE LABEL               SUM           MEAN         STD DEV       SUM OF SQ         N

SCODE                    3016.                            499.0000       31.1875        6.3163       598.4375      (    16)
SCODE                    3064.                            516.0000       36.8571        5.4612       387.7143      (    14)
SCODE                    3171.                            283.0000       40.4286        2.6367        41.7143      (     7)
SCODE                    3198.                            346.0000       38.4444        5.8547       274.2222      (     9)
SCODE                    3240.                            352.0000       32.0000        5.4589       298.0000      (    11)
SCODE                    3252.                            195.0000       32.5000        3.3912        57.5000      (     6)
SCODE                    3350.                             67.0000       43.5000        3.5355        12.5000      (     2)
SCODE                    3404.                            373.0000       33.9091        3.4772       120.9091      (    11)
SCODE                    3544.                            619.0000       30.9500        6.8247       884.9500      (    20)
SCODE                    3556.                            526.0000       37.5714        3.7970       187.4286      (    14)
SCODE                    3560.                            383.0000       38.3000        6.3078       358.1000      (    10)
SCODE                    3638.                            588.0000       39.2000        4.5857       294.4000      (    15)
SCODE                    4005.                             84.0000       28.0000       11.7898       278.0000      (     3)
                                                      -----------------------------------------------------------------------
                   WITHIN GROUPS TOTAL                   4851.0000       35.1522        5.5092      3793.8760      (   138)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                               *
         *                 A N A L Y S I S   O F   V A R I A N C E                       *
         *                                                                               *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                               *
         *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F    .SIG. *
         *                                                                               *
         *  BETWEEN GROUPS                 1925.928     12       152.161    5.013  0.0000 *
         *                                                                               *
         *  WITHIN GROUPS                  3793.876    125        30.351                 *
         *                                                                               *
```

BEST COPY

```
PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                               07/25/84       PAGE  266

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN1
     BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE     VALUE LABEL                  SUM          MEAN       STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                             485.0999       3.5152       0.6405       0.4102     (   138)

 SCODE                         3016.                               49.9000       3.1187       0.6316       0.3990     (    16)
 SCODE                         3064.                               51.6000       3.6857       0.5461       0.2982     (    14)
 SCODE                         3171.                               28.3000       4.0429       0.2637       0.0695     (     7)
 SCODE                         3188.                               34.6000       3.8444       0.5855       0.3428     (     9)
 SCODE                         3240.                               35.2000       3.2000       0.5459       0.2980     (    11)
 SCODE                         3252.                               19.5000       3.2500       0.3391       0.1150     (     6)
 SCODE                         3350.                                8.7000       4.3500       0.3536       0.1250     (     2)
 SCODE                         3404.                               37.3000       3.3909       0.3477       0.1209     (    11)
 SCODE                         3544.                               61.9000       3.0950       0.6825       0.4658     (    20)
 SCODE                         3556.                               52.6000       3.7571       0.3797       0.1442     (    14)
 SCODE                         3560.                               38.3000       3.8300       0.6308       0.3979     (    10)
 SCODE                         3638.                               58.8000       3.9200       0.4586       0.2103     (    15)
 SCODE                         4005.                                8.4000       2.8000       1.1790       1.3900     (     3)

  TOTAL CASES =      151
MISSING CASES =       13 OR    8.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                               07/25/84       PAGE  267

CRITERION VARIABLE MEAN1

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -
VARIABLE                       CODE     VALUE LABEL                  SUM          MEAN       STD DEV      SUM OF SQ        N

 SCODE                         3016.                               49.9000       3.1187       0.6316       5.9844     (    16)
 SCODE                         3064.                               51.6000       3.6857       0.5461       3.8771     (    14)
 SCODE                         3171.                               28.3000       4.0429       0.2637       0.4171     (     7)
 SCODE                         3188.                               34.6000       3.8444       0.5855       2.7422     (     9)
 SCODE                         3240.                               35.2000       3.2000       0.5459       2.9800     (    11)
 SCODE                         3252.                               19.5000       3.2500       0.3391       0.5750     (     6)
 SCODE                         3350.                                8.7000       4.3500       0.3536       0.1250     (     2)
 SCODE                         3404.                               37.3000       3.3909       0.3477       1.2091     (    11)
 SCODE                         3544.                               61.9000       3.0950       0.6825       8.8495     (    20)
 SCODE                         3556.                               52.6000       3.7571       0.3797       1.8743     (    14)
 SCODE                         3560.                               38.3000       3.8300       0.6308       3.5810     (    10)
 SCODE                         3638.                               58.8000       3.9200       0.4586       2.9440     (    15)
 SCODE                         4005.                                8.4000       2.8000       1.1790       2.7800     (     3)
                                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                      WITHIN GROUPS TOTAL                         485.0999       3.5152       0.5509      37.9389     (   138)
```

Safety
Post

BEST COPY

```
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                                   *
               *                      A N A L Y S I S   O F   V A R I A N C E                      *
               *                                                                                   *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                                   *
               *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.   *
               *                                                                                   *
               *  BETWEEN GROUPS                 18.259     12         1.522     5.013  0.0000   *
               *                                                                                   *
               *  WITHIN GROUPS                  37.939    125         0.304                      *
               *                                                                                   *
               *                     ETA = 0.5700   ETA SQUARED = 0.3249                           *
               *                                                                                   *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  268

 FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
 - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
 CRITERION VARIABLE    SAFETY2
     BROKEN DOWN BY    SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                     CODE      VALUE LABEL                   SUM           MEAN        STD DEV        VARIANCE          N

 FOR ENTIRE POPULATION                                            4805.0000        34.0780         6.6376         44.0582    (   141)

   SCODE                      3016.                                444.0000        29.6000         5.7916         33.5429    (    15)
   SCODE                      3064.                                587.0000        36.6875         4.8815         23.8292    (    16)
   SCODE                      3171.                                230.0000        38.3333         2.7325          7.4667    (     6)
   SCODE                      3188.                                338.0000        37.5556         6.4248         41.2778    (     9)
   SCODE                      3240.                                360.0000        30.0000         6.4667         41.8182    (    12)
   SCODE                      3252.                                244.0000        34.8571         5.0474         25.4762    (     7)
   SCODE                      3350.                                 84.0000        42.0000         4.2426         18.0000    (     2)
   SCODE                      3404.                                447.0000        31.9286         5.8371         34.0714    (    14)
   SCODE                      3544.                                545.0000        30.2778         7.0528         49.7418    (    18)
   SCODE                      3556.                                519.0000        34.6000         5.9137         34.9714    (    15)
   SCODE                      3560.                                335.0000        37.2222         5.3800         28.9444    (     9)
   SCODE                      3638.                                586.0000        39.0667         4.5898         21.0667    (    15)
   SCODE                      4005.                                 86.0000        28.6667        10.0664        101.3333    (     3)

   TOTAL CASES =       151
 MISSING CASES =        10 OR    6.6 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  269

 CRITERION VARIABLE SAFETY2
 - - - - - - - - - - - - - - - - - - - - - -   A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                     CODE      VALUE LABEL                   SUM           MEAN        STD DEV       SUM OF SQ          N

   SCODE                      3016.                                444.0000        29.6000         5.7916        469.6000    (    15)
   SCODE                      3064.                                587.0000        36.6875         4.8815        357.4375    (    16)
   SCODE                      3171.                                230.0000        38.3333         2.7325         37.3333    (     6)
```

BEST COPY

```
 SCODE                3188.                     338.0000      37.5556       6.4248      330.2222  (    9)
 SCODE                3240.                     360.0000      30.0000       6.4667      460.0000  (   12)
 SCODE                3252.                     244.0000      34.8571       5.0474      152.8571  (    7)
 SCODE                3350.                      84.0000      42.0000       4.2426       18.0000  (    2)
 SCODE                3404.                     447.0000      31.9286       5.8371      442.9286  (   14)
 SCODE                3544.                     545.0000      30.2778       7.0528      845.6111  (   18)
 SCODE                3556.                     519.0000      34.6000       5.9137      489.6000  (   15)
 SCODE                3560.                     335.0000      37.2222       5.3800      231.5556  (    9)
 SCODE                3638.                     586.0000      39.0667       4.5898      294.9333  (   15)
 SCODE                4005.                      86.0000      28.6667      10.0664      202.6667  (    3)
                                          ------------------------------------------------------------------
                 WITHIN GROUPS TOTAL           4805.0000      34.0780       5.8180     4332.7454  (  141)


       * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
       *                                                                                  *
       *                      A N A L Y S I S   O F   V A R I A N C E                     *
       *                                                                                  *
       * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
       *                                                                                  *
       *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.   *
       *                                                                                  *
       *  BETWEEN GROUPS              1835.396      12       152.950     4.519  0.0000    *
       *                                                                                  *
       *  WITHIN GROUPS               4332.745     128        33.850                      *
       *                                                                                  *
       *                     ETA = 0.5455    ETA SQUARED = 0.2976                         *
       *                                                                                  *
       * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84       PAGE  270

 FILE   1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - - - -
 CRITERION VARIABLE    MEAN12
    BROKEN DOWN BY     SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                  CODE      VALUE LABEL                SUM          MEAN       STD DEV      VARIANCE          N

 FOR ENTIRE POPULATION                                      480.4999        3.4078       0.6638        0.4406   (   141)

 SCODE                     3016.                             44.4000        2.9600       0.5792        0.3354   (    15)
 SCODE                     3064.                             58.7000        3.6687       0.4882        0.2383   (    16)
 SCODE                     3171.                             23.0000        3.8333       0.2733        0.0747   (     6)
 SCODE                     3188.                             33.8000        3.7556       0.6425        0.4128   (     9)
 SCODE                     3240.                             36.0000        3.0000       0.6467        0.4182   (    12)
 SCODE                     3252.                             24.4000        3.4857       0.5047        0.2548   (     7)
 SCODE                     3350.                              8.4000        4.2000       0.4243        0.1800   (     2)
 SCODE                     3404.                             44.7000        3.1929       0.5837        0.3407   (    14)
 SCODE                     3544.                             54.5000        3.0278       0.7053        0.4974   (    18)
 SCODE                     3556.                             51.9000        3.4600       0.5914        0.3497   (    15)
 SCODE                     3560.                             33.5000        3.7222       0.5380        0.2894   (     9)
 SCODE                     3638.                             58.6000        3.9067       0.4590        0.2107   (    15)
 SCODE                     4005.                              8.6000        2.8667       1.0066        1.0133   (     3)

   TOTAL CASES =       151
 MISSING CASES =        10 OR    6.6 PCT.
```

Safety
Pre

BEST COPY

```
PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  271

CRITERION VARIABLE MEAN12

- - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                 SUM           MEAN        STD DEV      SUM OF SQ          N

SCODE                   3016.                                44.4000        2.9600        0.5792        4.6960   (      15)
SCODE                   3064.                                58.7000        3.6687        0.4882        3.5744   (      16)
SCODE                   3171.                                23.0000        3.8333        0.2733        0.3733   (       6)
SCODE                   3188.                                33.8000        3.7556        0.6425        3.3022   (       9)
SCODE                   3240.                                36.0000        3.0000        0.6467        4.6000   (      12)
SCODE                   3252.                                24.4000        3.4857        0.5047        1.5286   (       7)
SCODE                   3350.                                 8.4000        4.2000        0.4243        0.1800   (       2)
SCODE                   3404.                                44.7000        3.1929        0.5837        4.4293   (      14)
SCODE                   3544.                                54.5000        3.0278        0.7053        8.4561   (      18)
SCODE                   3556.                                51.9000        3.4600        0.5914        4.8960   (      15)
SCODE                   3560.                                33.5000        3.7222        0.5380        2.3156   (       9)
SCODE                   3638.                                58.6000        3.9067        0.4590        2.9493   (      15)
SCODE                   4005.                                 8.6000        2.8667        1.0066        2.0267   (       3)
                                                       -------------------------------------------------------------------
                        WITHIN GROUPS TOTAL                 480.4999        3.4078        0.5818       43.3275   (     141)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                       *
              *                    A N A L Y S I S   O F   V A R I A N C E                            *
              *                                                                                       *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                       *
              *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F       SIG.     *
              *                                                                                       *
              *  BETWEEN GROUPS                 18.354      12        1.529       4.519    0.0000     *
              *                                                                                       *
              *  WITHIN GROUPS                  43.327     128        0.338                           *
              *                                                                                       *
              *                      ETA = 0.5455    ETA SQUARED = 0.2976                             *
              *                                                                                       *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  272

FILE    1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - -
CRITERION VARIABLE    MISSN
   BROKEN DOWN BY     SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                 SUM           MEAN        STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                      7433.0000       54.2555        7.6783       58.9563   (     137)

SCODE                   3016.                               880.0000       51.7647        7.9414       63.0662   (      17)
SCODE                   3064.                               924.0000       57.7500        5.9610       35.5333   (      16)
SCODE                   3171.                               301.0000       60.2000        6.3797       40.7000   (       5)
SCODE                   3188.                               474.0000       52.6667        8.6747       75.2500   (       9)
```

426

BEST COPY

```
 SCODE            3240.                              568.0000     51.6364     5.0055     25.0545   (    11)
 SCODE            3252.                              290.0000     48.3333     6.8313     46.6667   (     6)
 SCODE            3350.                              106.0000     53.0000     5.6569     32.0000   (     2)
 SCODE            3404.                              634.0000     48.7692     8.7669     76.8590   (    13)
 SCODE            3544.                              931.0000     51.7222     6.1911     38.3301   (    18)
 SCODE            3556.                              746.0000     57.3846     5.3157     28.2564   (    13)
 SCODE            3560.                              551.0000     61.2222     7.6775     58.9444   (     9)
 SCODE            3638.                              864.0000     57.6000     6.7697     45.8286   (    15)
 SCODE            4005.                              164.0000     54.6667     8.3865     70.3333   (     3)

   TOTAL CASES =      151
 MISSING CASES =       14 OR    9.3 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84        PAGE  273

 CRITERION VARIABLE MISSN

 - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE             CODE    VALUE LABEL                SUM          MEAN      STD DEV     SUM OF SQ            N

 SCODE            3016.                              880.0000     51.7647     7.9414   1009.0588   (    17)
 SCODE            3064.                              924.0000     57.7500     5.9610    533.0000   (    16)
 SCODE            3171.                              301.0000     60.2000     6.3797    162.8000   (     5)
 SCODE            3188.                              474.0000     52.6667     8.6747    602.0000   (     9)
 SCODE            3240.                              568.0000     51.6364     5.0055    250.5455   (    11)
 SCODE            3252.                              290.0000     48.3333     6.8313    233.3333   (     6)
 SCODE            3350.                              106.0000     53.0000     5.6569     32.0000   (     2)
 SCODE            3404.                              634.0000     48.7692     8.7669    922.3077   (    13)
 SCODE            3544.                              931.0000     51.7222     6.1911    651.6111   (    18)
 SCODE            3556.                              746.0000     57.3846     5.3157    339.0769   (    13)
 SCODE            3560.                              551.0000     61.2222     7.6775    471.5556   (     9)
 SCODE            3638.                              864.0000     57.6000     6.7697    641.6000   (    15)
 SCODE            4005.                              164.0000     54.6667     8.3865    140.6667   (     3)
                                                 -----------------------------------------------------------------
                   WITHIN GROUPS TOTAL              7433.0000     54.2555     6.9500   5989.5556   (   137)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                   *
           *                      A N A L Y S I S   O F   V A R I A N C E                      *
           *                                                                                   *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                   *
           *  SOURCE                SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.     *
           *                                                                                   *
           *  BETWEEN GROUPS              2028.503     12       169.042     3.500   0.0002     *
           *                                                                                   *
           *  WITHIN GROUPS               5989.556    124        48.303                        *
           *                                                                                   *
           *                     ETA = 0.5030   ETA SQUARED = 0.2530                           *
           *                                                                                   *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84        PAGE  274

 FILE    1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
```

```
- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN2
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                    SUM           MEAN       STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                             530.9285        3.8754       0.5485       0.3008    (    137)

SCODE                      3016.                                   62.8571        3.6975       0.5672       0.3218    (     17)
SCODE                      3064.                                   66.0000        4.1250       0.4258       0.1813    (     16)
SCODE                      3171.                                   21.5000        4.3000       0.4557       0.2077    (      5)
SCODE                      3188.                                   33.8571        3.7619       0.6196       0.3839    (      9)
SCODE                      3240.                                   40.5714        3.6883       0.3575       0.1278    (     11)
SCODE                      3252.                                   20.7143        3.4524       0.4880       0.2381    (      6)
SCODE                      3350.                                    7.5714        3.7857       0.4041       0.1633    (      2)
SCODE                      3404.                                   45.2857        3.4835       0.6262       0.3921    (     13)
SCODE                      3544.                                   66.5000        3.6944       0.4422       0.1956    (     18)
SCODE                      3556.                                   53.2857        4.0989       0.3797       0.1442    (     13)
SCODE                      3560.                                   39.3571        4.3730       0.5484       0.3007    (      9)
SCODE                      3638.                                   61.7143        4.1143       0.4835       0.2338    (     15)
SCODE                      4005.                                   11.7143        3.9048       0.5990       0.3588    (      3)

  TOTAL CASES =      151
MISSING CASES =       14 OR    9.3 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84          PAGE  275

CRITERION VARIABLE MEAN2

- - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - -
VARIABLE                    CODE      VALUE LABEL                    SUM           MEAN       STD DEV     SUM OF SQ          N

SCODE                      3016.                                   62.8571        3.6975       0.5672       5.1483    (     17)
SCODE                      3064.                                   66.0000        4.1250       0.4258       2.7194    (     16)
SCODE                      3171.                                   21.5000        4.3000       0.4557       0.8306    (      5)
SCODE                      3188.                                   33.8571        3.7619       0.6196       3.0714    (      9)
SCODE                      3240.                                   40.5714        3.6883       0.3575       1.2783    (     11)
SCODE                      3252.                                   20.7143        3.4524       0.4880       1.1905    (      6)
SCODE                      3350.                                    7.5714        3.7857       0.4041       0.1633    (      2)
SCODE                      3404.                                   45.2857        3.4835       0.6262       4.7057    (     13)
SCODE                      3544.                                   66.5000        3.6944       0.4422       3.3245    (     18)
SCODE                      3556.                                   53.2857        4.0989       0.3797       1.7300    (     13)
SCODE                      3560.                                   39.3571        4.3730       0.5484       2.4059    (      9)
SCODE                      3638.                                   61.7143        4.1143       0.4835       3.2735    (     15)
SCODE                      4005.                                   11.7143        3.9048       0.5990       0.7177    (      3)
                                                                 -------------------------------------------------------------------
                    WITHIN GROUPS TOTAL                           530.9285        3.8754       0.4964      30.5590    (    137)


             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                               *
             *                    A N A L Y S I S   O F   V A R I A N C E                    *
             *                                                                               *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                               *
             *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.  *
             *                                                                               *
             *  BETWEEN GROUPS                 10.350     12          0.862     3.500   0.0002  *
             *
```

BEST COPY

```
              *  WITHIN GROUPS                     30.559    124         0.246                  *
              *                                                                               *
              *                   ETA = 0.5030   ETA SQUARED = 0.2530                         *
              *                                                                               *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84         PAGE  276

 FILE   1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - - -
 CRITERION VARIABLE    MISSN2
     BROKEN DOWN BY    SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                      CODE      VALUE LABEL                   SUM            MEAN        STD DEV       VARIANCE          N

 FOR ENTIRE POPULATION                                             7141.0000         52.1241        7.1973        51.8007     (   137)

 SCODE                        3016.                                 883.0000         51.9412        6.1590        37.9338     (    17)
 SCODE                        3064.                                 724.0000         51.7143        7.1622        51.2967     (    14)
 SCODE                        3171.                                 262.0000         52.4000        6.2290        38.8000     (     5)
 SCODE                        3188.                                 416.0000         52.0000        7.2506        52.5714     (     8)
 SCODE                        3240.                                 568.0000         51.6364       10.5192       110.6545     (    11)
 SCODE                        3252.                                 377.0000         53.8571        5.6400        31.8095     (     7)
 SCODE                        3350.                                 112.0000         56.0000        1.4142         2.0000     (     2)
 SCODE                        3404.                                 670.0000         47.8571        7.6647        58.7473     (    14)
 SCODE                        3544.                                 857.0000         47.6111        8.4515        71.4281     (    18)
 SCODE                        3556.                                 757.0000         54.0714        4.3228        18.6868     (    14)
 SCODE                        3560.                                 574.0000         57.4000        4.4020        19.3778     (    10)
 SCODE                        3638.                                 782.0000         55.8571        5.0514        25.5165     (    14)
 SCODE                        4005.                                 159.0000         53.0000        2.6458         7.0000     (     3)

   TOTAL CASES =       151
 MISSING CASES =        14 OR   9.3 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84         PAGE  277

 CRITERION VARIABLE MISSN2
 - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                      CODE      VALUE LABEL                   SUM            MEAN        STD DEV     SUM OF SQ           N

 SCODE                        3016.                                 883.0000         51.9412        6.1590       606.9412     (    17)
 SCODE                        3064.                                 724.0000         51.7143        7.1622       666.8571     (    14)
 SCODE                        3171.                                 262.0000         52.4000        6.2290       155.2000     (     5)
 SCODE                        3188.                                 416.0000         52.0000        7.2506       368.0000     (     8)
 SCODE                        3240.                                 568.0000         51.6364       10.5192      1106.5455     (    11)
 SCODE                        3252.                                 377.0000         53.8571        5.6400       190.8571     (     7)
 SCODE                        3350.                                 112.0000         56.0000        1.4142         2.0000     (     2)
 SCODE                        3404.                                 670.0000         47.8571        7.6647       763.7143     (    14)
 SCODE                        3544.                                 857.0000         47.6111        8.4515      1214.2778     (    18)
 SCODE                        3556.                                 757.0000         54.0714        4.3228       242.9286     (    14)
 SCODE                        3560.                                 574.0000         57.4000        4.4020       174.4000     (    10)
 SCODF                        3638.                                 782.0000         55.8571        5.0514       331.7143     (    14)
 SCODE                        4005.                                 159.0000         53.0000        2.6458        14.0000     (     3)
```

BEST COPY

```
                                                          ---------------------------------------------------------------------------------
                WITHIN GROUPS TOTAL                       7141.0000          52.1241           6.8612        5837.4358     (       137)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                             *
          *                    A N A L Y S I S   O F   V A R I A N C E                  *
          *                                                                             *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                             *
          *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F    SIG. *
          *                                                                             *
          *  BETWEEN GROUPS                 1207.455     12       100.621    2.137  0.0189 *
          *                                                                             *
          *  WITHIN GROUPS                  5837.436    124        47.076                *
          *                                                                             *
          *                       ETA = 0.4140   ETA SQUARED = 0.1714                   *
          *                                                                             *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  278

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN22
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE     VALUE LABEL                      SUM           MEAN        STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                            510.0714         3.7231         0.5141         0.2643     (   137)

SCODE                       3016.                                 63.0714         3.7101         0.4399         0.1935     (    17)
SCODE                       3064.                                 51.7143         3.6[illegible]39         0.5116         0.2617     (    14)
SCODE                       3171.                                 18.7143         3.7429         0.4449         0.1980     (     5)
SCODE                       3188.                                 29.7143         3.7143         0.5179         0.2682     (     8)
SCODE                       3240.                                 40.5714         3.6883         0.7514         0.5646     (    11)
SCODE                       3252.                                 26.9286         3.8469         0.4029         0.1623     (     7)
SCODE                       3350.                                  8.0000         4.0000         0.1010         0.0102     (     2)
SCODE                       3404.                                 47.8571         3.4184         0.5475         0.2997     (    14)
SCODE                       3544.                                 61.2143         3.4008         0.6037         0.3644     (    18)
SCODE                       3556.                                 54.0714         3.8622         0.3088         0.0953     (    14)
SCODE                       3560.                                 41.0000         4.1000         0.3144         0.0989     (    10)
SCODE                       3638.                                 55.8571         3.9898         0.3608         0.1302     (    14)
SCODE                       4005.                                 11.3571         3.7857         0.1890         0.0357     (     3)

   TOTAL CASES =      151
MISSING CASES =        14 OR    9.3 PCT.


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  279

CRITERION VARIABLE MEAN22

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE     VALUE LABEL                      SUM           MEAN        STD DEV       SUM OF SQ         N
```

BEST COPY

```
 SCODE                   3016.                          63.0714        3.7101        0.4399        3.0966    (      17)
 SCODE                   3064.                          51.7143        3.6939        0.5116        3.4023    (      14)
 SCODE                   3171.                          18.7143        3.7429        0.4449        0.7918    (       5)
 SCODE                   3188.                          29.7143        3.7143        0.5179        1.8776    (       8)
 SCODE                   3240.                          40.5714        3.6883        0.7514        5.6456    (      11)
 SCODE                   3252.                          26.9286        3.8469        0.4029        0.9738    (       7)
 SCODE                   3350.                           8.0000        4.0000        0.1010        0.0102    (       2)
 SCODE                   3404.                          47.8571        3.4184        0.5475        3.8965    (      14)
 SCODE                   3544.                          61.2143        3.4008        0.6037        6.1953    (      18)
 SCODE                   3556.                          54.0714        3.8622        0.3088        1.2394    (      14)
 SCODE                   3560.                          41.0000        4.1000        0.3144        0.8898    (      10)
 SCODE                   3638.                          55.8571        3.9898        0.3608        1.6924    (      14)
 SCODE                   4005.                          11.3571        3.7857        0.1890        0.0714    (       3)
                                                    ---------------------------------------------------------------------
                    WITHIN GROUPS TOTAL                510.0714        3.7231        0.4901       29.7828    (     137)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                  *
          *                    A N A L Y S I S   O F   V A R I A N C E                       *
          *                                                                                  *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                  *
          * SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.    *
          *                                                                                  *
          * BETWEEN GROUPS                  6.160     12         0.513      2.137  0.0189    *
          *                                                                                  *
          * WITHIN GROUPS                  29.783    124         0.240                       *
          *                                                                                  *
          *                       ETA = 0.4140   ETA SQUARED = 0.1714                        *
          *                                                                                  *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84        PAGE  280

 FILE    1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
 - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
 CRITERION VARIABLE    LEADER
     BROKEN DOWN BY    SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                 CODE      VALUE LABEL                    SUM          MEAN       STD DEV      VARIANCE          N

 FOR ENTIRE POPULATION                                      12373.0000       94.4504       17.2930      299.0494    (    131)

 SCODE                   3016.                               1366.0000       80.3529       16.7666      281.1176    (     17)
 SCODE                   3064.                               1368.0000       97.7143       15.3444      235.4505    (     14)
 SCODE                   3171.                                754.0000      107.7143        5.6484       31.9048    (      7)
 SCODE                   3188.                                882.0000       98.0000       10.2347      104.7500    (      9)
 SCODE                   3240.                               1049.0000       87.4167       18.0023      324.0833    (     12)
 SCODE                   3252.                                429.0000      107.2500        8.8081       77.5833    (      4)
 SCODE                   3350.                                206.0000      103.0000        8.4853       72.0000    (      2)
 SCODE                   3404.                               1057.0000       88.0833        9.4336       88.9924    (     12)
 SCODE                   3544.                               1339.0000       83.6875       19.8854      395.4292    (     16)
 SCODE                   3556.                               1401.0000      107.7692        8.5455       73.0256    (     13)
 SCODE                   3560.                                900.0000      100.0000       18.5135      342.7500    (      9)
 SCODE                   3638.                               1373.0000      105.6154       11.2141      125.7564    (     13)
 SCODE                   4005.                                249.0000       83.0000       24.2487      588.0000    (      3)
```

BEST COPY

```
   TOTAL CASES =      151
 MISSING CASES =       20 OR  13.2 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                 07/25/84       PAGE  281

 CRITERION VARIABLE LEADER

 - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                    CODE      VALUE LABEL                     SUM           MEAN        STD DEV      SUM OF SQ          N

 SCODE                      3016.                                1366.0000        80.3529        16.7666      4497.8824   (      17)
 SCODE                      3064.                                1368.0000        97.7143        15.3444      3060.8571   (      14)
 SCODE                      3171.                                 754.0000       107.7143         5.6484       191.4286   (       7)
 SCODE                      3188.                                 882.0000        98.0000        10.2347       838.0000   (       9)
 SCODE                      3240.                                1049.0000        87.4167        18.0023      3564.9167   (      12)
 SCODE                      3252.                                 429.0000       107.2500         8.8081       232.7500   (       4)
 SCODE                      3350.                                 206.0000       103.0000         8.4853        72.0000   (       2)
 SCODE                      3404.                                1057.0000        88.0833         9.4336       978.9167   (      12)
 SCODE                      3544.                                1339.0000        83.6875        19.8854      5931.4375   (      16)
 SCODE                      3556.                                1401.0000       107.7692         8.5455       876.3077   (      13)
 SCODE                      3560.                                 900.0000       100.0000        18.5135      2742.0000   (       9)
 SCODE                      3638.                                1373.0000       105.6154        11.2141      1509.0769   (      13)
 SCODE                      4005.                                 249.0000        83.0000        24.2487      1176.0000   (       3)
                                                              ------------------------------------------------------------------------
                       WITHIN GROUPS TOTAL                      12373.0000        94.4504        14.7498     25671.5735   (     131)


                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                  *                                                                                       *
                  *                    A N A L Y S I S   O F   V A R I A N C E                            *
                  *                                                                                       *
                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                  *                                                                                       *
                  *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG.    *
                  *                                                                                       *
                  *  BETWEEN GROUPS                13204.854     12      1100.404      5.058    0.0000    *
                  *                                                                                       *
                  *  WITHIN GROUPS                 25671.574    118       217.556                         *
                  *                                                                                       *
                  *                    ETA = 0.5828    ETA SQUARED = 0.3397                               *
                  *                                                                                       *
                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                 07/25/84       PAGE  282

 FILE   1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
 CRITERION VARIABLE    MEAN3
     BROKEN DOWN BY    SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                    CODE      VALUE LABEL                     SUM           MEAN        STD DEV       VARIANCE          N

 FOR ENTIRE POPULATION                                            494.9199         3.7760         0.6917         0.4785   (     131)
```

BEST COPY

```
SCODE             3016.                                   54.6400      3.2141      0.6707      0.4498   (     17)
SCODE             3064.                                   54.7200      3.9086      0.6138      0.3767   (     14)
SCODE             3171.                                   30.1600      4.3086      0.2259      0.0510   (      7)
SCODE             3188.                                   35.2800      3.9200      0.4094      0.1676   (      9)
SCODE             3240.                                   41.9600      3.4967      0.7201      0.5185   (     12)
SCODE             3252.                                   17.1600      4.2900      0.3523      0.1241   (      4)
SCODE             3350.                                    8.2400      4.1200      0.3394      0.1152   (      2)
SCODE             3404.                                   42.2800      3.5233      0.3773      0.1424   (     12)
SCODE             3544.                                   53.5600      3.3475      0.7954      0.6327   (     16)
SCODE             3556.                                   56.0400      4.3108      0.3418      0.1168   (     13)
SCODE             3560.                                   36.0000      4.0000      0.7405      0.5484   (      9)
SCODE             3638.                                   54.9200      4.2246      0.4486      0.2012   (     13)
SCODE             4005.                                    9.9600      3.3200      0.9699      0.9408   (      3)

  TOTAL CASES =      151
MISSING CASES =       20 OR  13.2 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84     PAGE  283

CRITERION VARIABLE MEAN3

- - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE    VALUE LABEL                 SUM        MEAN     STD DEV    SUM OF SQ          N

SCODE             3016.                                   54.6400      3.2141      0.6707      7.1966   (     17)
SCODE             3064.                                   54.7200      3.9086      0.6138      4.8974   (     14)
SCODE             3171.                                   30.1600      4.3086      0.2259      0.3063   (      7)
SCODE             3188.                                   35.2800      3.9200      0.4094      1.3408   (      9)
SCODE             3240.                                   41.9600      3.4967      0.7201      5.7039   (     12)
SCODE             3252.                                   17.1600      4.2900      0.3523      0.3724   (      4)
SCODE             3350.                                    8.2400      4.1200      0.3394      0.1152   (      2)
SCODE             3404.                                   42.2800      3.5233      0.3773      1.5663   (     12)
SCODE             3544.                                   53.5600      3.3475      0.7954      9.4903   (     16)
SCODE             3556.                                   56.0400      4.3108      0.3418      1.4021   (     13)
SCODE             3560.                                   36.0000      4.0000      0.7405      4.3872   (      9)
SCODE             3638.                                   54.9200      4.2246      0.4486      2.4145   (     13)
SCODE             4005.                                    9.9600      3.3200      0.9699      1.8816   (      3)
                                                      ----------------------------------------------------------------
                        WITHIN GROUPS TOTAL              494.9199      3.7780      0.5900     41.0745   (    131)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                         *
          *                      A N A L Y S I S   O F   V A R I A N C E                            *
          *                                                                                         *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                         *
          *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.         *
          *                                                                                         *
          *  BETWEEN GROUPS                  21.128     12         1.761     5.058   0.0000         *
          *                                                                                         *
          *  WITHIN GROUPS                   41.075    118         0.348                            *
          *                                                                                         *
          *                        ETA = 0.5828   ETA SQUARED = 0.3397                              *
          *                                                                                         *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -      - - - - -
```

BEST COPY

```
PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                    07/25/84          PAGE  284

FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
CRITERION VARIABLE   LEADER2
    BROKEN DOWN BY   SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                SUM           MEAN        STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                      12053.0000        92.0076        15.7692      248.6692     (   131)

SCODE                       3016.                           1008.0000        77.5385        20.2921      411.7692     (    13)
SCODE                       3064.                           1502.0000        93.8750        12.2141      149.1833     (    16)
SCODE                       3171.                            402.0000       100.5000         7.8528       61.6667     (     4)
SCODE                       3188.                            689.0000        98.4286         9.9809       99.6190     (     7)
SCODE                       3240.                            984.0000        82.0000        13.9284      194.0000     (    12)
SCODE                       3252.                            721.0000       103.0000        11.1654      124.6667     (     7)
SCODE                       3350.                            201.0000       100.3000         0.7071        0.5000     (     2)
SCODE                       3404.                           1090.0000        83.8462        11.8029      139.3077     (    13)
SCODE                       3544.                           1373.0000        85.8125        15.2544      232.6958     (    16)
SCODE                       3556.                           1465.0000        97.6667         9.8028       96.0952     (    15)
SCODE                       3560.                            886.0000        98.4444        16.0710      258.2778     (     9)
SCODE                       3638.                           1593.0000       106.2000         8.0640       65.0286     (    15)
SCODE                       4005.                            139.0000        69.5000         9.1924       84.5000     (     2)

   TOTAL CASES =       151
MISSING CASES =         20 OR   13.2 PCT.


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                    07/25/84          PAGE  285

CRITERION VARIABLE LEADER2

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                SUM           MEAN        STD DEV     SUM OF SQ          N

SCODE                       3016.                           1008.0000        77.5385        20.2921     4941.2308     (    13)
SCODE                       3064.                           1502.0000        93.8750        12.2141     2237.7500     (    16)
SCODE                       3171.                            402.0000       100.5000         7.8528      185.0000     (     4)
SCODE                       3188.                            689.0000        98.4286         9.9809      597.7143     (     7)
SCODE                       3240.                            984.0000        82.0000        13.9284     2134.0000     (    12)
SCODE                       3252.                            721.0000       103.0000        11.1654      748.0000     (     7)
SCODE                       3350.                            201.0000       100.5000         0.7071        0.5000     (     2)
SCODE                       3404.                           1090.0000        83.8462        11.8029     1671.6923     (    13)
SCODE                       3544.                           1373.0000        85.8125        15.2544     3490.4375     (    16)
SCODE                       3556.                           1465.0000        97.6667         9.8028     1345.3333     (    15)
SCODE                       3560.                            886.0000        98.4444        16.0710     2066.2222     (     9)
SCODE                       3638.                           1593.0000       106.2000         8.0640      910.4000     (    15)
SCODE                       4005.                            139.0000        69.5000         9.1924       84.5000     (     2)
                                                   ---------------------------------------------------------------------------
                    WITHIN GROUPS TOTAL                    12053.0000        92.0076        13.1526    20412.7804     (   131)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                     *
          *                     A N A L Y S I S   O F   V A R I A N C E                         *
          *                                                                                     *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY

```
*  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE          F     SIG.  *
*                                                                                     *
*  BETWEEN GROUPS                 11914.212     12       992.851      5.739   0.0000  *
*                                                                                     *
*  WITHIN GROUPS                  20412.780    118       172.990                      *
*                                                                                     *
*                         ETA = 0.6071   ETA SQUARED = 0.3686                         *
*                                                                                     *
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                            07/25/84        PAGE  286

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - -
CRITERION VARIABLE     MEAN32
     BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE      VALUE LABEL                 SUM          MEAN        STD DEV        VARIANCE          N

FOR ENTIRE POPULATION                                         482.1199        3.6803         0.6308          0.3979   (   131)

SCODE                       3016.                              40.3200        3.1015         0.8117          0.6589   (    13)
SCODE                       3064.                              60.0800        3.7550         0.4886          0.2387   (    16)
SCODE                       3171.                              16.0800        4.0200         0.3141          0.0987   (     4)
SCODE                       3188.                              27.5600        3.9371         0.3992          0.1594   (     7)
SCODE                       3240.                              39.3600        3.2800         0.5571          0.3104   (    12)
SCODE                       3252.                              28.8400        4.1200         0.4466          0.1995   (     7)
SCODE                       3350.                               8.0400        4.0200         0.0283          0.0008   (     2)
SCODE                       3404.                              43.6000        3.3538         0.4721          0.2229   (    13)
SCODE                       3544.                              54.9200        3.4325         0.6102          0.3723   (    16)
SCODE                       3556.                              58.6000        3.9067         0.3921          0.1538   (    15)
SCODE                       3560.                              35.4400        3.9378         0.6428          0.4132   (     9)
SCODE                       3638.                              63.7200        4.2480         0.3226          0.1040   (    15)
SCODE                       4005.                               5.5600        2.7800         0.3677          0.1352   (     2)

   TOTAL CASES =      151
 MISSING CASES =       20 OR  13.2 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                            07/25/84        PAGE  287

CRITERION VARIABLE MEAN32

- - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE      VALUE LABEL                 SUM          MEAN        STD DEV       SUM OF SQ          N

SCODE                       3016.                              40.3200        3.1015         0.8117          7.9060   (    13)
SCODE                       3064.                              60.0800        3.7550         0.4886          3.5804   (    16)
SCODE                       3171.                              16.0800        4.0200         0.3141          0.2960   (     4)
SCODE                       3188.                              27.5600        3.9371         0.3992          0.9563   (     7)
SCODE                       3240.                              39.3600        3.2800         0.5571          3.4144   (    12)
SCODE                       3252.                              28.8400        4.1200         0.4466          1.1968   (     7)
SCODE                       3350.                               8.0400        4.0200         0.0283          0.0008   (     2)
SCODE                       3404.                              43.6000        3.3538         0.4721          2.6747   (    13)
SCODE                       3544.                              54.9200        3.4325         0.6102          5.5847   (    16)
```

BEST COPY

```
SCODE          3556.                                 58.6000       3.9067       0.3921       2.1525   (     15)
SCODE          3560.                                 35.4400       3.9378       0.6428       3.3060   (      9)
SCODE          3638.                                 63.7200       4.2480       0.3226       1.4566   (     15)
SCODE          4005.                                  5.5600       2.7800       0.3677       0.1352   (      2)
                                                 -----------------------------------------------------------
               WITHIN GROUPS TOTAL                  482.1199       3.6803       0.5261      32.6605   (    131)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                    A N A L Y S I S   O F   V A R I A N C E                        *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.  *
          *                                                                                   *
          *  BETWEEN GROUPS                    19.063     12         1.589    5.739   0.0000  *
          *                                                                                   *
          *  WITHIN GROUPS                     32.660    118         0.277                    *
          *                                                                                   *
          *                 ETA = 0.6071    ETA SQUARED = 0.3686                              *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84      PAGE  288

FILE    1983      (CREATION DATE = 07/25/84)     -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - -
CRITERION VARIABLE    EXPECT
     BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                CODE      VALUE LABEL               SUM           MEAN      STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                   5826.0000       41.3191       4.9804      24.8046   (    141)

SCODE                   3016.                            672.0000       42.0000       3.8644      14.9333   (     16)
SCODE                   3064.                            654.0000       40.8750       5.6318      31.7167   (     16)
SCODE                   3171.                            291.0000       41.5714       4.1576      17.2857   (      7)
SCODE                   3188.                            341.0000       42.6250       4.6579      21.6964   (      8)
SCODE                   3240.                            446.0000       40.5455       3.5879      12.8727   (     11)
SCODE                   3252.                            204.0000       40.8000       3.3466      11.2000   (      5)
SCODE                   3350.                             90.0000       45.0000       5.6569      32.0000   (      2)
SCODE                   3404.                            570.0000       40.7143       3.8914      15.1429   (     14)
SCODE                   3544.                            731.0000       38.4737       5.8535      34.2632   (     19)
SCODE                   3556.                            699.0000       43.6875       3.8248      14.6292   (     16)
SCODE                   3560.                            372.0000       41.3333       7.9844      63.7500   (      9)
SCODE                   3638.                            645.0000       43.0000       4.9570      24.5714   (     15)
SCODE                   4005.                            111.0000       37.0000       3.0000       9.0000   (      3)

  TOTAL CASES =       151
MISSING CASES =        10 OR    6.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84      PAGE  289

CRITERION VARIABLE EXPECT
```

BEST COPY

```
- - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE    VALUE LABEL                    SUM          MEAN       STD DEV      SUM OF SQ          N

SCODE                   3016.                              672.0000       42.0000        3.8644       224.0000   (     16)
SCODE                   3064.                              654.0000       40.8750        5.6318       475.7500   (     16)
SCODE                   3171.                              291.0000       41.5714        4.1576       103.7143   (      7)
SCODE                   3188.                              341.0000       42.6250        4.6579       151.8750   (      8)
SCODE                   3240.                              446.0000       40.5455        3.5879       128.7273   (     11)
SCODE                   3252.                              204.0000       40.8000        3.3466        44.8000   (      5)
SCODE                   3350.                               90.0000       45.0000        5.6569        32.0000   (      2)
SCODE                   3404.                              570.0000       40.7143        3.8914       196.8571   (     14)
SCODE                   3544.                              731.0000       38.4737        5.8535       616.7368   (     19)
SCODE                   3556.                              699.0000       43.6875        3.8248       219.4375   (     16)
SCODE                   3560.                              372.0000       41.3333        7.9844       510.0000   (      9)
SCODE                   3638.                              645.0000       43.0000        4.9570       344.0000   (     15)
SCODE                   4005.                              111.0000       37.0000        3.0000        18.0000   (      3)
                                                        ---------------------------------------------------------------
                     WITHIN GROUPS TOTAL                  5826.0000       41.3191        4.8941      3065.8980   (    141)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                    A N A L Y S I S   O F   V A R I A N C E                        *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                SUM OF SQUARES    D.F.   MEAN SQUARE        F       SIG.     *
          *                                                                                   *
          *  BETWEEN GROUPS               406.740     12        33.895     1.415   0.1671     *
          *                                                                                   *
          *  WITHIN GROUPS               3065.898    128        23.952                        *
          *                                                                                   *
          *                  ETA = 0.3422   ETA SQUARED = 0.1171                              *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                      07/25/84       PAGE  290

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - - - -

CRITERION VARIABLE     MEAN4
     BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE    VALUE LABEL                    SUM          MEAN       STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                      485.5000        3.4433        0.4150         0.1723   (    141)

SCODE                   3016.                               56.0000        3.5000        0.3220         0.1037   (     16)
SCODE                   3064.                               54.5000        3.4062        0.4693         0.2203   (     16)
SCODE                   3171.                               24.2500        3.4643        0.3465         0.1200   (      7)
SCODE                   3188.                               28.4167        3.5521        0.3882         0.1507   (      8)
SCODE                   3240.                               37.1667        3.3788        0.2990         0.0894   (     11)
SCODE                   3252.                               17.0000        3.4000        0.2789         0.0778   (      5)
SCODE                   3350.                                7.5000        3.7500        0.4714         0.2222   (      2)
SCODE                   3404.                               47.5000        3.3929        0.3243         0.1052   (     14)
SCODE                   3544.                               60.9167        3.2061        0.4878         0.2379   (     19)
SCODE                   3556.                               58.2500        3.6406        0.3187         0.1016   (     16)
```

```
 SCODE                         3560.                         31.0000        3.4444      0.6654       0.4427   (      9)
 SCODE                         3638.                         53.7500        3.5833      0.4131       0.1706   (     15)
 SCODE                         4005.                          9.2500        3.0833      0.2500       0.0625   (      3)

   TOTAL CASES =       151
 MISSING CASES =        10 OR    6.6 PCT.


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84       PAGE  291

 CRITERION VARIABLE MEANS

 - - - - - - - - - - - - - - - - - - - - -   A N A L Y S I S   O F   V A R I A N C E   - - - - - - - - - - - - - - - - - - -

 VARIABLE                      CODE      VALUE LABEL           SUM            MEAN      STD DEV      SUM OF SQ              N

 SCODE                         3016.                         56.0000        3.5000      0.3220       1.5556   (     16)
 SCODE                         3064.                         54.5000        3.4062      0.4693       3.3038   (     16)
 SCODE                         3171.                         24.2500        3.4643      0.3465       0.7202   (      7)
 SCODE                         3188.                         28.4167        3.5521      0.3882       1.0547   (      8)
 SCODE                         3240.                         37.1667        3.3788      0.2990       0.8939   (     11)
 SCODE                         3252.                         17.0000        3.4000      0.2789       0.3111   (      5)
 SCODE                         3350.                          7.5000        3.7500      0.4714       0.2222   (      2)
 SCODE                         3404.                         47.5000        3.3929      0.3243       1.3671   (     14)
 SCODE                         3544.                         60.9167        3.2061      0.4878       4.2829   (     19)
 SCODE                         3556.                         58.2500        3.6406      0.3187       1.5239   (     16)
 SCODE                         3560.                         31.0000        3.4444      0.6654       3.5417   (      9)
 SCODE                         3638.                         53.7500        3.5833      0.4131       2.3889   (     15)
 SCODE                         4005.                          9.2500        3.0833      0.2500       0.1250   (      3)
                                                       ----------------------------------------------------------------------
                        WITHIN GROUPS TOTAL                 485.5000        3.4433      0.4078      21.2910   (    141)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *                  A N A L Y S I S   O F   V A R I A N C E                        *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *  SOURCE                   SUM OF SQUARES    D.F.    MEAN SQUARE        F     SIG.  *
          *                                                                                 *
          *  BETWEEN GROUPS                    2.825      12          0.235     1.415  0.1671  *
          *                                                                                 *
          *  WITHIN GROUPS                    21.291     128          0.166                    *
          *                                                                                 *
          *                       ETA = 0.3422    ETA SQUARED = 0.1171                      *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84       PAGE  292

 FILE    1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - -
 CRITERION VARIABLE    EXPECT2
    BROKEN DOWN BY     SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

BEST COPY

```
VARIABLE                      CODE    VALUE LABEL                SUM          MEAN       STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                         5573.0000      39.2465      4.9754       24.7544    (   142)

SCODE                        3016.                             679.0000      39.9412      4.7620       22.6838    (    17)
SCODE                        3064.                             617.0000      38.5625      5.2658       27.7292    (    16)
SCODE                        3171.                             199.0000      39.8000      5.3104       28.2000    (     5)
SCODE                        3188.                             353.0000      39.2222      5.0442       25.4444    (     9)
SCODE                        3240.                             487.0000      40.5833      3.2602       10.6288    (    12)
SCODE                        3252.                             266.0000      38.0000      5.1316       26.3333    (     7)
SCODE                        3350.                              84.0000      42.0000      4.2426       18.0000    (     2)
SCODE                        3404.                             529.0000      37.7857      4.9796       24.7967    (    14)
SCODE                        3544.                             662.0000      36.7778      6.4128       41.1242    (    18)
SCODE                        3556.                             610.0000      40.6667      4.6701       21.8095    (    15)
SCODE                        3560.                             403.0000      40.3000      6.1833       38.2333    (    10)
SCODE                        3638.                             568.0000      40.5714      3.5020       12.2637    (    14)
SCODE                        4005.                             116.0000      38.6667      0.5774        0.3333    (     3)

  TOTAL CASES =      151
MISSING CASES =        9 OR   6.0 PCT.


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84       PAGE  293

CRITERION VARIABLE EXPECT2

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE    VALUE LABEL                SUM          MEAN       STD DEV    SUM OF SQ           N

SCODE                        3016.                             679.0000      39.9412      4.7620      362.9412    (    17)
SCODE                        3064.                             617.0000      38.5625      5.2658      415.9375    (    16)
SCODE                        3171.                             199.0000      39.8000      5.3104      112.8000    (     5)
SCODE                        3188.                             353.0000      39.2222      5.0442      203.5556    (     9)
SCODE                        3240.                             487.0000      40.5833      3.2602      116.9167    (    12)
SCODE                        3252.                             266.0000      38.0000      5.1316      158.0000    (     7)
SCODE                        3350.                              84.0000      42.0000      4.2426       18.0000    (     2)
SCODE                        3404.                             529.0000      37.7857      4.9796      322.3571    (    14)
SCODE                        3544.                             662.0000      36.7778      6.4128      699.1111    (    18)
SCODE                        3556.                             610.0000      40.6667      4.6701      305.3333    (    15)
SCODE                        3560.                             403.0000      40.3000      6.1833      344.1000    (    10)
SCODE                        3638.                             568.0000      40.5714      3.5020      159.4286    (    14)
SCODE                        4005.                             116.0000      38.6667      0.5774        0.6667    (     3)
                                                              --------------------------------------------------------------
                   WITHIN GROUPS TOTAL                        5573.0000      39.2465      4.9955     3219.1477    (   142)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         *                    A N A L Y S I S   O F   V A R I A N C E                        *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         *  SOURCE                   SUM OF SQUARES    D.F.    MEAN SQUARE         F     SIG.  *
         *                                                                                   *
         *  BETWEEN GROUPS                  271.226      12         22.602     0.906   0.5433  *
         *                                                                                   *
         *  WITHIN GROUPS                  3219.148     129         24.955                     *
         *                                                                                   *
         *                     ETA = 0.2760    ETA SQUARED = 0.0777                            *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY

```
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84       PAGE  294

FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN42
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                  SUM          MEAN        STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                           464.4166       3.2705       0.4146       0.1719      (   142)

SCODE                      3016.                                 56.5833       3.3284       0.3969       0.1575      (    17)
SCODE                      3064.                                 51.4167       3.2135       0.4388       0.1926      (    16)
SCODE                      3171.                                 16.5833       3.3167       0.4425       0.1958      (     5)
SCODE                      3188.                                 29.4167       3.2685       0.4204       0.1767      (     9)
SCODE                      3240.                                 40.5833       3.3819       0.2717       0.0738      (    12)
SCODE                      3252.                                 22.1667       3.1667       0.4276       0.1829      (     7)
SCODE                      3350.                                  7.0000       3.5000       0.3536       0.1250      (     2)
SCODE                      3404.                                 44.0833       3.1488       0.4150       0.1722      (    14)
SCODE                      3544.                                 55.1667       3.0648       0.5344       0.2856      (    18)
SCODE                      3556.                                 50.8333       3.3889       0.3892       0.1515      (    15)
SCODE                      3560.                                 33.5833       3.3583       0.5153       0.2655      (    10)
SCODE                      3638.                                 47.3333       3.3810       0.2918       0.0852      (    14)
SCODE                      4005.                                  9.6667       3.2222       0.0481       0.0023      (     3)

  TOTAL CASES =       151
MISSING CASES =         9 OR     6.0 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84       PAGE  295

CRITERION VARIABLE MEAN42

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                  SUM          MEAN        STD DEV      SUM OF SQ         N

SCODE                      3016.                                 56.5833       3.3284       0.3969       2.5204      (    17)
SCODE                      3064.                                 51.4167       3.2135       0.4388       2.8885      (    16)
SCODE                      3171.                                 16.5833       3.3167       0.4425       0.7833      (     5)
SCODE                      3188.                                 29.4167       3.2685       0.4204       1.4136      (     9)
SCODE                      3240.                                 40.5833       3.3819       0.2717       0.8119      (    12)
SCODE                      3252.                                 22.1667       3.1667       0.4276       1.0972      (     7)
SCODE                      3350.                                  7.0000       3.5000       0.3536       0.1250      (     2)
SCODE                      3404.                                 44.0833       3.1488       0.4150       2.2386      (    14)
SCODE                      3544.                                 55.1667       3.0648       0.5344       4.8549      (    18)
SCODE                      3556.                                 50.8333       3.3889       0.3892       2.1204      (    15)
SCODE                      3560.                                 33.5833       3.3583       0.5153       2.3896      (    10)
SCODE                      3638.                                 47.3333       3.3810       0.2918       1.1071      (    14)
SCODE                      4005.                                  9.6667       3.2222       0.0481       0.0046      (     3)
                                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                      WITHIN GROUPS TOTAL                       464.4166       3.2705       0.4163      22.3552      (   142)

          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
                         A N A L Y S I S   O F   V A R I A N C E

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.

  BETWEEN GROUPS                 1.884        12         0.157       0.906  0.5433

  WITHIN GROUPS                 22.355       129         0.173

                         ETA = 0.2788   ETA SQUARED = 0.0777

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                      07/25/84      PAGE  296

FILE    1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - -
CRITERION VARIABLE    LEARN
   BROKEN DOWN BY     SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE     VALUE LABEL                SUM           MEAN        STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                      6309.0000       44.7447       5.1233       26.2486     (   141)

SCODE                     3016.                             706.0000       44.1250       3.1596        9.9833     (    16)
SCODE                     3064.                             691.0000       46.0667       6.5516       42.9238     (    15)
SCODE                     3171.                             333.0000       47.5714       4.1975       17.6190     (     7)
SCODE                     3188.                             423.0000       47.0000       4.0620       16.5000     (     9)
SCODE                     3240.                             454.0000       41.2727       3.7707       14.2182     (    11)
SCODE                     3252.                             261.0000       43.5000       2.3452        5.5000     (     6)
SCODE                     3350.                              94.0000       47.0000       7.0711       50.0000     (     2)
SCODE                     3404.                             630.0000       45.0000       3.5518       12.6154     (    14)
SCODE                     3544.                             749.0000       41.6111       5.3373       28.4869     (    18)
SCODE                     3556.                             730.0000       45.6250       3.4230       11.7167     (    16)
SCODE                     3560.                             444.0000       49.3333       5.2440       27.5000     (     9)
SCODE                     3638.                             680.0000       45.3333       5.9841       35.8095     (    15)
SCODE                     4005.                             114.0000       38.0000       7.5498       57.0000     (     3)

  TOTAL CASES =        151
MISSING CASES =         10 OR    6.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                      07/25/84      PAGE  297

CRITERION VARIABLE LEARN

- - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE     VALUE LABEL                SUM           MEAN        STD DEV      SUM OF SQ         N

SCODE                     3016.                             706.0000       44.1250       3.1595      149.7500     (    16)
SCODE                     3064.                             691.0000       46.0667       6.5516      600.9333     (    15)
SCODE                     3171.                             333.0000       47.5714       4.1975      105.7143     (     7)
SCODE                     3188.                             423.0000       47.0000       4.0620      132.0000     (     9)
SCODE                     3240.                             454.0000       41.2727       3.7707      142.1818     (    11)
```

BEST COPY

```
  SCODE                 3252.                                  261.0000        43.5000        2.3452      27.5000   (     6)
  SCODE                 3350.                                   94.0000        47.0000        7.0711      50.0000   (     2)
  SCODE                 3404.                                  630.0000        45.0000        3.5518     164.0000   (    14)
  SCODE                 3544.                                  749.0000        41.6111        5.3373     484.2778   (    18)
  SCODE                 3556.                                  730.0000        45.6250        3.4230     175.7500   (    16)
  SCODE                 3560.                                  444.0000        49.3333        5.2440     220.0000   (     9)
  SCODE                 3638.                                  680.0000        45.3333        5.9841     501.3333   (    15)
  SCODE                 4005.                                  114.0000        38.0000        7.5498     114.0000   (     3)
                                                             ----------------------------------------------------------------
                  WITHIN GROUPS TOTAL                         6309.0000        44.7447        4.7331    2867.4405   (   141)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                               *
            *               A N A L Y S I S   O F   V A R I A N C E                         *
            *                                                                               *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                               *
            *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE       F     SIG.  *
            *                                                                               *
            *  BETWEEN GROUPS                807.368     12         67.281    3.003  0.0010  *
            *                                                                               *
            *  WITHIN GROUPS                2867.441    128         22.402                  *
            *                                                                               *
            *                        ETA = 0.4687   ETA SQUARED = 0.2197                    *
            *                                                                               *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

  PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                         07/25/84        PAGE  298

  FILE   1983     (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

  - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - -
  CRITERION VARIABLE    MEANS
      BROKEN DOWN BY    SCODE
  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

  VARIABLE              CODE     VALUE LABEL                      SUM           MEAN        STD DEV      VARIANCE          N

  FOR ENTIRE POPULATION                                         525.7500        3.7287        0.4269       0.1823   (   141)

  SCODE                 3016.                                    58.8333        3.6771        0.2633       0.0693   (    16)
  SCODE                 3064.                                    57.5833        3.8389        0.5460       0.2981   (    15)
  SCODE                 3171.                                    27.7500        3.9643        0.3498       0.1224   (     7)
  SCODE                 3188.                                    35.2500        3.9167        0.3385       0.1146   (     9)
  SCODE                 3240.                                    37.8333        3.4394        0.3142       0.0987   (    11)
  SCODE                 3252.                                    21.7500        3.6250        0.1954       0.0382   (     6)
  SCODE                 3350.                                     7.8333        3.9167        0.5893       0.3472   (     2)
  SCODE                 3404.                                    52.5000        3.7500        0.2960       0.0876   (    14)
  SCODE                 3544.                                    62.4167        3.4676        0.4448       0.1978   (    18)
  SCODE                 3556.                                    60.8333        3.8021        0.2852       0.0814   (    16)
  SCODE                 3560.                                    37.0000        4.1111        0.4370       0.1910   (     9)
  SCODE                 3638.                                    56.6667        3.7778        0.4987       0.2487   (    15)
  SCODE                 4005.                                     9.5000        3.1667        0.6292       0.3958   (     3)

    TOTAL CASES =       151
  MISSING CASES =        10 OR    6.6 PCT.

  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

BEST COPY

```
PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                             07/25/84          PAGE  299

CRITERION VARIABLE MEANS

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE     VALUE LABEL                       SUM           MEAN          STD DEV      SUM OF SQ           N

SCODE                           3016.                                   58.8333        3.6771          0.2633         1.0399     (       16)
SCODE                           3064.                                   57.5833        3.8389          0.5460         4.1731     (       15)
SCODE                           3171.                                   27.7500        3.9643          0.3498         0.7341     (        7)
SCODE                           3188.                                   35.2500        3.9167          0.3385         0.9167     (        9)
SCODE                           3240.                                   37.8333        3.4394          0.3142         0.9874     (       11)
SCODE                           3252.                                   21.7500        3.6250          0.1954         0.1910     (        6)
SCODE                           3350.                                    7.8333        3.9167          0.5893         0.3472     (        2)
SCODE                           3404.                                   52.5000        3.7500          0.2960         1.1389     (       14)
SCODE                           3544.                                   62.4167        3.4676          0.4448         3.3630     (       18)
SCODE                           3556.                                   60.8333        3.8021          0.2852         1.2205     (       16)
SCODE                           3560.                                   37.0000        4.1111          0.4370         1.5278     (        9)
SCODE                           3638.                                   56.6667        3.7778          0.4987         3.4815     (       15)
SCODE                           4005.                                    9.5000        3.1667          0.6292         0.7917     (        3)
                                                                    ----------------------------------------------------------------------
                          WITHIN GROUPS TOTAL                          525.7500        3.7287          0.3944        19.9128     (      141)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                                  *
            *                             A N A L Y S I S   O F   V A R I A N C E                              *
            *                                                                                                  *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                                  *
            *   SOURCE                        SUM OF SQUARES    D.F.    MEAN SQUARE          F      SIG.       *
            *                                                                                                  *
            *   BETWEEN GROUPS                         5.607      12          0.467       3.003   0.0010       *
            *                                                                                                  *
            *   WITHIN GROUPS                         19.913     128          0.156                            *
            *                                                                                                  *
            *                          ETA =  0.4687    ETA SQUARED =  0.2197                                  *
            *                                                                                                  *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                             07/25/84          PAGE  300

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    LEARN2
   BROKEN DOWN BY     SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE     VALUE LABEL                       SUM           MEAN          STD DEV       VARIANCE           N

FOR ENTIRE POPULATION            .                                    6075.0000       42.1875          5.2049        27.0905     (      144)

SCODE                           3016.                                  679.0000       42.4375          4.5894        21.0625     (       16)
SCODE                           3064.                                  658.0000       41.1250          6.9750        48.6500     (       16)
SCODE                           3171.                                  259.0000       43.1667          4.9967        24.9667     (        6)
SCODE                           3188.                                  360.0000       45.0000          5.3452        28.5714     (        8)
SCODE                           3240.                                  483.0000       40.2500          5.6909        32.3864     (       12)
SCODE                           3252.                                  302.0000       43.1429          4.4508        19.8095     (
```

BEST COPY

```
 SCODE                3350.                               97.0000        48.5000        3.5355        12.5000    (      2)
 SCODE                3404.                              588.0000        42.0000        3.9614        15.6923    (     14)
 SCODE                3544.                              735.0000        38.6842        6.0558        36.6725    (     19)
 SCODE                3556.                              690.0000        43.1250        2.7049         7.3167    (     16)
 SCODE                3560.                              433.0000        43.3000        4.5717        20.9000    (     10)
 SCODE                3638.                              676.0000        45.0667        2.8402         8.0667    (     15)
 SCODE                4005.                              115.0000        38.3333        6.8069        46.3333    (      3)

   TOTAL CASES =      151
 MISSING CASES =        7 OR    4.6 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84          PAGE  301

 CRITERION VARIABLE LEARN2

 - - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE             CODE      VALUE LABEL                  SUM           MEAN        STD DEV      SUM OF SQ             N

 SCODE                3016.                              679.0000        42.4375        4.5894       315.9375    (     16)
 SCODE                3064.                              658.0000        41.1250        6.9750       729.7500    (     16)
 SCODE                3171.                              259.0000        43.1667        4.9967       124.8333    (      6)
 SCODE                3188.                              360.0000        45.0000        5.3452       200.0000    (      8)
 SCODE                3240.                              483.0000        40.2500        5.6909       356.2500    (     12)
 SCODE                3252.                              302.0000        43.1429        4.4508       118.8571    (      7)
 SCODE                3350.                               97.0000        48.5000        3.5355        12.5000    (      2)
 SCODE                3404.                              588.0000        42.0000        3.9614       204.0000    (     14)
 SCODE                3544.                              735.0000        38.6842        6.0558       660.1053    (     19)
 SCODE                3556.                              690.0000        43.1250        2.7049       109.7500    (     16)
 SCODE                3560.                              433.0000        43.3000        4.5717       188.1000    (     10)
 SCODE                3638.                              676.0000        45.0667        2.8402       112.9333    (     15)
 SCODE                4005.                              115.0000        38.3333        6.8069        92.6667    (      3)
                                                   ------------------------------------------------------------------------
                WITHIN GROUPS TOTAL                     6075.0000        42.1875        4.9622      3225.6832    (    144)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                               *
          *                    A N A L Y S I S   O F   V A R I A N C E                    *
          *                                                                               *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                               *
          *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F    SIG.   *
          *                                                                               *
          *  BETWEEN GROUPS                 648.254     12        54.021    2.194  0.0154   *
          *                                                                               *
          *  WITHIN GROUPS                 3225.683    131        24.624                    *
          *                                                                               *
          *                     ETA = 0.4091   ETA SQUARED = 0.1673                       *
          *                                                                               *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84          PAGE  302

 FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - -
```

BEST COPY

```
 CRITERION VARIABLE    MEAN52
     BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE      VALUE LABEL                   SUM        MEAN      STD DEV     VARIANCE          N

FOR ENTIRE POPULATION                                          506.2500      3.5156       0.4337       0.1881     (   144)

 SCODE                      3016.                               56.5833      3.5365       0.3824       0.1463     (    16)
 SCODE                      3064.                               54.8333      3.4271       0.5812       0.3378     (    16)
 SCODE                      3171.                               21.5833      3.5972       0.4164       0.1734     (     6)
 SCODE                      3188.                               30.0000      3.7500       0.4454       0.1984     (     8)
 SCODE                      3240.                               40.2500      3.3542       0.4742       0.2249     (    12)
 SCODE                      3252.                               25.1667      3.5952       0.3709       0.1376     (     7)
 SCODE                      3350.                                8.0833      4.0417       0.2946       0.0868     (     2)
 SCODE                      3404.                               49.0000      3.5000       0.3301       0.1090     (    14)
 SCODE                      3544.                               61.2500      3.2237       0.5046       0.2547     (    19)
 SCODE                      3556.                               57.5000      3.5937       0.2254       0.0508     (    16)
 SCODE                      3560.                               36.0833      3.6083       0.3810       0.1451     (    10)
 SCODE                      3638.                               56.3333      3.7556       0.2367       0.0560     (    15)
 SCODE                      4005.                                9.5833      3.1944       0.5672       0.3218     (     3)

   TOTAL CASES =       151
 MISSING CASES =         7 OR    4.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84        PAGE  303

CRITERION VARIABLE MEAN52

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - - -
VARIABLE                    CODE      VALUE LABEL                   SUM        MEAN      STD DEV   SUM OF SQ           N

 SCODE                      3016.                               56.5833      3.5365       0.3824       2.1940     (    16)
 SCODE                      3064.                               54.8333      3.4271       0.5812       5.0677     (    16)
 SCODE                      3171.                               21.5833      3.5972       0.4164       0.8669     (     6)
 SCODE                      3188.                               30.0000      3.7500       0.4454       1.3889     (     8)
 SCODE                      3240.                               40.2500      3.3542       0.4742       2.4740     (    12)
 SCODE                      3252.                               25.1667      3.5952       0.3709       0.8254     (     7)
 SCODE                      3350.                                8.0833      4.0417       0.2946       0.0868     (     2)
 SCODE                      3404.                               49.0000      3.5000       0.3301       1.4167     (    14)
 SCODE                      3544.                               61.2500      3.2237       0.5046       4.5841     (    19)
 SCODE                      3556.                               57.5000      3.5937       0.2254       0.7622     (    16)
 SCODE                      3560.                               36.0833      3.6083       0.3810       1.3063     (    10)
 SCODE                      3638.                               56.3333      3.7556       0.2367       0.7843     (    15)
 SCODE                      4005.                                9.5833      3.1944       0.5672       0.6435     (     3)
                                                           ------------------------------------------------------------------
                  WITHIN GROUPS TOTAL                          506.2500      3.5156       0.4135      22.4006     (   144)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                     A N A L Y S I S   O F   V A R I A N C E                       *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.  *
          *                                                                                   *
          *  BETWEEN GROUPS                      4.502     12         0.375     2.194   0.0154  *
          *                                                                                   *
          *  WITHIN GROUPS                      22.401    131         0.171                     *
```

BEST COPY

```
        *
        *              ETA = 0.4091   ETA SQUARED = 0.1673                                 *
        *                                                                                  *
        ************************************************************************************

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84        PAGE  304

 FILE    1983      (CREATION DATE = 07/25/84)     -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - -
 CRITERION VARIABLE     MONIT
    BROKEN DOWN BY      SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                   CODE      VALUE LABEL                    SUM           MEAN       STD DEV       VARIANCE           N

 FOR ENTIRE POPULATION                                           6839.0000        47.4931       5.2317        27.3706     (     144)

 SCODE                      3016.                                 776.0000        45.6471       5.3144        28.2426     (      17)
 SCODE                      3064.                                 776.0000        48.5000       6.3351        40.1333     (      16)
 SCODE                      3171.                                 358.0000        51.1429       4.3370        18.8095     (       7)
 SCODE                      3188.                                 419.0000        46.5556       4.1265        17.0278     (       9)
 SCODE                      3240.                                 511.0000        46.4545       3.3871        11.4727     (      11)
 SCODE                      3252.                                 292.0000        48.6667       2.9439         8.6667     (       6)
 SCODE                      3350.                                  99.0000        49.5000       3.5355        12.5000     (       2)
 SCODE                      3404.                                 656.0000        46.8571       4.7694        22.7473     (      14)
 SCODE                      3544.                                 860.0000        45.2632       5.1730        26.7602     (      19)
 SCODE                      3556.                                 796.0000        49.7500       4.6404        21.5333     (      16)
 SCODE                      3560.                                 457.0000        50.7778       4.9441        24.4444     (       9)
 SCODE                      3638.                                 705.0000        47.0000       6.3583        40.4286     (      15)
 SCODE                      4005.                                 134.0000        44.6667       5.8595        34.3333     (       3)

   TOTAL CASES =       151
 MISSING CASES =         7 OR    4.6 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84        PAGE  305

 CRITERION VARIABLE MONIT
 - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - -
 VARIABLE                   CODE      VALUE LABEL                    SUM           MEAN       STD DEV      SUM OF SQ           N

 SCODE                      3016.                                 776.0000        45.6471       5.3144       451.8824     (      17)
 SCODE                      3064.                                 776.0000        48.5000       6.3351       602.0000     (      16)
 SCODE                      3171.                                 358.0000        51.1429       4.3370       112.8571     (       7)
 SCODE                      3188.                                 419.0000        46.5556       4.1265       136.2222     (       9)
 SCODE                      3240.                                 511.0000        46.4545       3.3871       114.7273     (      11)
 SCODE                      3252.                                 292.0000        48.6667       2.9439        43.3333     (       6)
 SCODE                      3350.                                  99.0000        49.5000       3.5355        12.5000     (       2)
 SCODE                      3404.                                 656.0000        46.8571       4.7694       295.7143     (      14)
 SCODE                      3544.                                 860.0000        45.2632       5.1730       481.6842     (      19)
 SCODE                      3556.                                 796.0000        49.7500       4.6904       323.0000     (      16)
 SCODE                      3560.                                 457.0000        50.7778       4.9441       195.5556     (       9)
 SCODE                      3638.                                 705.0000        47.0000       6.3583       566.0000     (      15)
 SCODE                      4005.                                 134.0000        44.6667       5.8595        68.6667     (       3)
                                                                 ------------------------------------------------------------------
                         WITHIN GROUPS TOTAL                     6839.0000        47.4931       5.0976      3404.1430     (     144)
```

BEST COPY

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*                                                                     *
*                  A N A L Y S I S   O F   V A R I A N C E            *
*                                                                     *
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*                                                                     *
*  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE       F      SIG. *
*                                                                     *
*  BETWEEN GROUPS                 509.850     12        42.488    1.635  0.0893 *
*                                                                     *
*  WITHIN GROUPS                 3404.143    131        25.986                  *
*                                                                     *
*                     ETA = 0.3609   ETA SQUARED = 0.1303                       *
*                                                                     *
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                          07/25/84        PAGE  306
FILE   1983    (CREATION DATE = 07/25/84)   -1984 EVALUATION BY M.FLEMING
- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN6
   BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                   CODE     VALUE LABEL                 SUM         MEAN      STD DEV     VARIANCE         N

FOR ENTIRE POPULATION                                      569.9166       3.9578       0.4360       0.1901    (   144)

SCODE                     3016.                             64.6667       3.8039       0.4429       0.1961    (    17)
SCODE                     3064.                             64.6667       4.0417       0.5279       0.2787    (    16)
SCODF                     3171.                             29.8333       4.2619       0.3614       0.1306    (     7)
SCODE                     3188.                             34.9167       3.8796       0.3439       0.1182    (     9)
SCODE                     3240.                             42.5833       3.8712       0.2823       0.0797    (    11)
SCODE                     3252.                             24.3333       4.0556       0.2453       0.0602    (     6)
SCODE                     3350.                              8.2500       4.1250       0.2946       0.0868    (     2)
SCODE                     3404.                             54.6667       3.9048       0.3975       0.1580    (    14)
SCODE                     3544.                             71.6667       3.7719       0.4311       0.1858    (    19)
SCODE                     3556.                             66.3333       4.1458       0.3867       0.1495    (    16)
SCODE                     3560.                             38.0833       4.2315       0.4120       0.1698    (     9)
SCODE                     3638.                             58.7500       3.9167       0.5299       0.2808    (    15)
SCODE                     4005.                             11.1667       3.7222       0.4883       0.2384    (     3)

  TOTAL CASES =       151
MISSING CASES =        7 OR    4.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                          07/25/84        PAGE  307
CRITERION VARIABLE MEAN6
- - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - -
VARIABLE                   CODE     VALUE LABEL                 SUM         MEAN      STD DEV     SUM OF SQ        N

SCODE                     3016.                             64.6667       3.8039       0.4429       3.138     (    17)
```

BEST COPY

```
    SCODE                 3064.                              64.6667         4.0417          0.5279         4.1806      (     16)
    SCODE                 3171.                              29.8333         4.2619          0.3019         0.7837      (      7)
    SCODE                 3188.                              34.9167         3.8796          0.3439         0.9460      (      9)
    SCODE                 3240.                              42.5833         3.8712          0.2823         0.7967      (     11)
    SCODE                 3252.                              24.3333         4.0556          0.2453         0.3009      (      6)
    SCODE                 3350.                               8.2500         4.1250          0.2946         0.0868      (      2)
    SCODE                 3404.                              54.6667         3.9048          0.3975         2.0536      (     14)
    SCODE                 3544.                              71.6667         3.7719          0.4311         3.3450      (     19)
    SCODE                 3556.                              66.3333         4.1458          0.3867         2.2431      (     16)
    SCODE                 3560.                              38.0833         4.2315          0.4120         1.3580      (      9)
    SCODE                 3638.                              58.7500         3.9167          0.5299         3.9306      (     15)
    SCODE                 4005.                              11.1667         3.7222          0.4883         0.4769      (      3)
                                                     -----------------------------------------------------------------------------
                     WITHIN GROUPS TOTAL                    569.9166         3.9578          0.4248        23.6399      (    144)



             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                         *
             *                     A N A L Y S I S   O F   V A R I A N C E                             *
             *                                                                                         *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                         *
             *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE          F       SIG.       *
             *                                                                                         *
             *  BETWEEN GROUPS                  3.541     12         0.295      1.635   0.0893         *
             *                                                                                         *
             *  WITHIN GROUPS                  23.640    131         0.180                             *
             *                                                                                         *
             *                     ETA = 0.3609   ETA SQUARED = 0.1303                                 *
             *                                                                                         *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


    - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

    PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                   07/25/84          PAGE  308

    FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

    - - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - - - -
    CRITERION VARIABLE    MONIT2
       BROKEN DOWN BY     SCODE
    - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

    VARIABLE                CODE     VALUE LABEL                        SUM             MEAN        STD DEV       VARIANCE           N

    FOR ENTIRE POPULATION                                          6467.0000          45.5423         5.2493        27.5549      (    142)

    SCODE                   3016.                                   723.0000          45.1875         4.4455        19.7625      (     16)
    SCODE                   3064.                                   682.0000          45.4667         5.3834        28.9810      (     15)
    SCODE                   3171.                                   218.0000          43.6000         3.6469        13.3000      (      5)
    SCODE                   3188.                                   411.0000          45.6667         7.4162        55.0000      (      9)
    SCODE                   3240.                                   542.0000          45.1667         5.7971        33.6061      (     12)
    SCODE                   3252.                                   337.0000          48.1429         3.8048        14.4762      (      7)
    SCODE                   3350.                                    92.0000          46.0000         2.8284         8.0000      (      2)
    SCODE                   3404.                                   612.0000          43.7143         3.7913        14.3736      (     14)
    SCODE                   3544.                                   773.0000          42.9444         6.8296        46.6438      (     18)
    SCODE                   3556.                                   766.0000          47.8750         5.4879        30.1167      (     16)
    SCODE                   3560.                                   426.0000          47.3333         5.9161        35.0000      (      9)
    SCODE                   3638.                                   751.0000          46.9375         2.6450         6.9958      (     16)
    SCODE                   4005.                                   134.0000          44.6667         3.2146        10.3333      (      3)

      TOTAL CASES =       151
    MISSING CASES =         9 OR    6.0 PCT.
```

BEST COPY

```
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84        PAGE  309

CRITERION VARIABLE MONIT2
- - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -
VARIABLE                  CODE      VALUE LABEL                  SUM           MEAN         STD DEV       SUM OF SQ              N

SCODE                    3016.                              723.0000        45.1875          4.4455        296.4375    (       16)
SCODE                    3064.                              682.0000        45.4667          5.3834        405.7333    (       15)
SCODE                    3171.                              218.0000        43.6000          3.6469         53.2000    (        5)
SCODE                    3188.                              411.0000        45.6667          7.4162        440.0000    (        9)
SCODE                    3240.                              542.0000        45.1667          5.7971        369.6667    (       12)
SCODE                    3252.                              337.0000        48.1429          3.8048         86.8571    (        7)
SCODE                    3350.                               92.0000        46.0000          2.8284          8.0000    (        2)
SCODE                    3404.                              612.0000        43.7143          3.7913        186.8571    (       14)
SCODE                    3544.                              773.0000        42.9444          6.8296        792.9444    (       18)
SCODE                    3556.                              766.0000        47.8750          5.4879        451.7500    (       16)
SCODE                    3560.                              426.0000        47.3333          5.9161        280.0000    (        9)
SCODE                    3638.                              751.0000        46.9375          2.6450        104.9375    (       16)
SCODE                    4005.                              134.0000        44.6667          3.2146         20.6667    (        3)
                                                       - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                WITHIN GROUPS TOTAL                        6467.0000        45.5423          5.2066       3497.0504    (      142)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                   A N A L Y S I S   O F   V A R I A N C E                         *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.   *
          *                                                                                   *
          *  BETWEEN GROUPS                 388.196     12        32.350      1.193  0.2946   *
          *                                                                                   *
          *  WITHIN GROUPS                 3497.050    129        27.109                      *
          *                                                                                   *
          *                        ETA = 0.3161   ETA SQUARED = 0.0999                        *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84        PAGE  310

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - -
CRITERION VARIABLE     MEAN62
   BROKEN DOWN BY      SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
VARIABLE                  CODE      VALUE LABEL                  SUM           MEAN         STD DEV       VARIANCE               N

FOR ENTIRE POPULATION                                      538.9166         3.7952          0.4375         0.1914    (      142)

SCODE                    3016.                              60.2500         3.7656          0.3705         0.1372    (       16)
SCODE                    3064.                              56.8333         3.7889          0.4486         0.2013    (       15)
```

BEST COPY

```
 SCODE                  3188.                                       34.2500         3.8056          0.6180          0.3819    (      9)
 SCODE                  3240.                                       45.1667         3.7639          0.4831          0.2334    (     12)
 SCODE                  3252.                                       28.0833         4.0119          0.3171          0.1005    (      7)
 SCODE                  3350.                                        7.6667         3.8333          0.2357          0.0556    (      2)
 SCODE                  3404.                                       51.0000         3.6429          0.3159          0.0998    (     14)
 SCODE                  3544.                                       64.4167         3.5787          0.5691          0.3239    (     18)
 SCODE                  3556.                                       63.8333         3.9896          0.4573          0.2091    (     16)
 SCODE                  3560.                                       35.5000         3.9444          0.4930          0.2431    (      9)
 SCODE                  3638.                                       62.5833         3.9115          0.2204          0.0486    (     16)
 SCODE                  4005.                                       11.1667         3.7222          0.2679          0.0718    (      3)

   TOTAL CASES =      151
 MISSING CASES =        9 OR   6.0 PCT.


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                               07/25/84          PAGE  311

 CRITERION VARIABLE MEAN62

 - - - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -

 VARIABLE                       CODE     VALUE LABEL                    SUM            MEAN         STD DEV      SUM OF SQ           N

 SCODE                         3016.                                60.2500          3.7656          0.3705         2.0586    (     16)
 SCODE                         3064.                                56.8333          3.7889          0.4486         2.8176    (     15)
 SCODE                         3171.                                18.1667          3.6333          0.3039         0.3694    (      5)
 SCODE                         3188.                                34.2500          3.8056          0.6180         3.0556    (      9)
 SCODE                         3240.                                45.1667          3.7639          0.4831         2.5671    (     12)
 SCODE                         3252.                                28.0833          4.0119          0.3171         0.6032    (      7)
 SCODE                         3350.                                 7.6667          3.8333          0.2357         0.0556    (      2)
 SCODE                         3404.                                51.0000          3.6429          0.3159         1.2976    (     14)
 SCODE                         3544.                                64.4167          3.5787          0.5691         5.5066    (     18)
 SCODE                         3556.                                63.8333          3.9896          0.4573         3.1372    (     16)
 SCODE                         3560.                                35.5000          3.9444          0.4930         1.9444    (      9)
 SCODE                         3638.                                62.5833          3.9115          0.2204         0.7287    (     16)
 SCODE                         4005.                                11.1667          3.7222          0.2679         0.1435    (      3)
                                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                           WITHIN GROUPS TOTAL                     538.9166          3.7952          0.4339        24.2851    (    142)


                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                         *
                *                      A N A L Y S I S   O F   V A R I A N C E                            *
                *                                                                                         *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                         *
                *  SOURCE                      SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.   *
                *                                                                                         *
                *  BETWEEN GROUPS                       2.696     12         0.225     1.193    0.2946   *
                *                                                                                         *
                *  WITHIN GROUPS                       24.285    129         0.188                        *
                *                                                                                         *
                *                       ETA = 0.3161    ETA SQUARED = 0.0999                              *
                *                                                                                         *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                               07/25/84          PAGE  312
```

BEST COPY

```
FILE   1983    (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    HOME
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE     VALUE LABEL                  SUM          MEAN      STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                        6725.0000       48.7319      8.2005       67.2488    (   138)

SCODE                       3016.                             660.0000       47.1429      6.8484       46.9011    (    14)
SCODE                       3064.                             749.0000       49.9333      8.8112       77.6381    (    15)
SCODE                       3171.                             322.0000       53.6667      6.2183       38.6667    (     6)
SCODE                       3188.                             385.0000       48.1250      6.2436       38.9821    (     8)
SCODE                       3240.                             552.0000       50.1818      6.4934       42.1636    (    11)
SCODE                       3252.                             275.0000       45.8333      7.3869       54.5667    (     6)
SCODE                       3350.                             109.0000       54.5000      4.9497       24.5000    (     2)
SCODE                       3404.                             660.0000       47.1429      7.2944       53.2088    (    14)
SCODE                       3544.                             791.0000       41.6316      8.1323       66.1345    (    19)
SCODE                       3556.                             854.0000       53.3750      6.3021       39.7167    (    16)
SCODE                       3560.                             437.0000       48.5556     10.0885      101.7778    (     9)
SCODE                       3638.                             811.0000       54.0667      6.4195       41.2095    (    15)
SCODE                       4005.                             120.0000       40.0000      7.8102       61.0000    (     3)

  TOTAL CASES =      151
MISSING CASES =       13 OR    8.6 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84      PAGE  313

CRITERION VARIABLE HOME

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE     VALUE LABEL                  SUM          MEAN      STD DEV     SUM OF SQ          N

SCODE                       3016.                             660.0000       47.1429      6.8484      609.7143    (    14)
SCODE                       3064.                             749.0000       49.9333      8.8112     1086.9333    (    15)
SCODE                       3171.                             322.0000       53.6667      6.2183      193.3333    (     6)
SCODE                       3188.                             385.0000       48.1250      6.2436      272.8750    (     8)
SCODE                       3240.                             552.0000       50.1818      6.4934      421.6364    (    11)
SCODE                       3252.                             275.0000       45.8333      7.3869      272.8333    (     6)
SCODE                       3350.                             109.0000       54.5000      4.9497       24.5000    (     2)
SCODE                       3404.                             660.0000       47.1429      7.2944      691.7143    (    14)
SCODE                       3544.                             791.0000       41.6316      8.1323     1190.4211    (    19)
SCODE                       3556.                             854.0000       53.3750      6.3021      595.7500    (    16)
SCODE                       3560.                             437.0000       48.5556     10.0885      814.2222    (     9)
SCODE                       3638.                             811.0000       54.0667      6.4195      576.9333    (    15)
SCODE                       4005.                             120.0000       40.0000      7.8102      122.0000    (     3)
                                                        -----------------------------------------------------------------
                     WITHIN GROUPS TOTAL                     6725.0000       48.7319      7.4150     6872.8665    (   138)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                 *
            *                     A N A L Y S I S   O F   V A R I A N C E                     *
            *                                                                                 *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                 *
            *   SOURCE                 SUM OF SQUARES    D.F.   MEAN SQUARE        F       SIG.  *
```

BEST COPY

```
     * BETWEEN GROUPS                  2340.213     12        195.018        3.547  0.0002 *
     *                                                                                     *
     * WITHIN GROUPS                   6872.867    125         54.983                      *
     *                                                                                     *
     *                         ETA = 0.5040   ETA SQUARED = 0.2540                         *
     *                                                                                     *
     * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84          PAGE  314

 FILE    1983      (CREATION DATE = 07/25/84)     -1984 EVALUATION BY M.FLEMING

 - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - - - -
 CRITERION VARIABLE    MEAN7
    BROKEN DOWN BY     SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                         CODE      VALUE LABEL                   SUM           MEAN        STD DEV       VARIANCE           N

 FOR ENTIRE POPULATION                                                448.3333         3.2488         0.5467         0.2989     (    138)

 SCODE                           3016.                                 44.0000         3.1429         0.4566         0.2084     (     14)
 SCODE                           3064.                                 49.9333         3.3289         0.5874         0.3451     (     15)
 SCODE                           3171.                                 21.4667         3.5778         0.4146         0.1719     (      6)
 SCODE                           3188.                                 25.6667         3.2083         0.4162         0.1733     (      8)
 SCODE                           3240.                                 36.8000         3.3455         0.4329         0.1874     (     11)
 SCODE                           3252.                                 18.3333         3.0556         0.4925         0.2425     (      6)
 SCODE                           3350.                                  7.2667         3.6333         0.3300         0.1089     (      2)
 SCODE                           3404.                                 44.0000         3.1429         0.4863         0.2365     (     14)
 SCODE                           3544.                                 52.7333         2.7754         0.5422         0.2939     (     19)
 SCODE                           3556.                                 56.9333         3.5583         0.4201         0.1765     (     16)
 SCODE                           3560.                                 29.1333         3.2370         0.6726         0.4523     (      9)
 SCODE                           3638.                                 54.0667         3.6044         0.4280         0.1832     (     15)
 SCODE                           4005.                                  8.0000         2.6667         0.5207         0.2711     (      3)

   TOTAL CASES =       151
 MISSING CASES =        13 OR    8.6 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84          PAGE  315

 CRITERION VARIABLE MEAN7

 - - - - - - - - - - - - - - - - - - - - - - - -   A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                         CODE      VALUE LABEL                   SUM           MEAN        STD DEV      SUM OF SQ           N

 SCODE                           3016.                                 44.0000         3.1429         0.4566         2.7098     (     14)
 SCODE                           3064.                                 49.9333         3.3289         0.5874         4.8308     (     15)
 SCODE                           3171.                                 21.4667         3.5778         0.4146         0.8593     (      6)
 SCODE                           3188.                                 25.6667         3.2083         0.4162         1.2128     (      8)
 SCODE                           3240.                                 36.8000         3.3455         0.4329         1.8739     (     11)
 SCODE                           3252.                                 18.3333         3.0556         0.4925         1.2126     (      6)
 SCODE                           3350.                                  7.2667         3.6333         0.3300         0.1089     (      2)
 SCODE                           3404.                                 44.0000         3.1429         0.4863         3.0743     (     14)
 SCODE                           3544.                                 52.7333         2.7754         0.5422         5.2909     (     19)
 SCODE                           3556.                                 56.9333         3.5583         0.4201         2.6478     (     16)
 SCODE                           3560.                                 29.1333         3.2370         0.6726         3.6188     (      9)
```

BEST COPY

```
 SCODE                      3638.
 SCODE                      4005.                       8.0000          2.6667          0.5207          0.5422    (       3)
                                                    ------------------------------------------------------------------------
                   WITHIN GROUPS TOTAL                448.3333          3.2488          0.4943         30.5461    (     138)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                         A N A L Y S I S   O F   V A R I A N C E                   *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                  SUM OF SQUARES    D.F.    MEAN SQUARE          F     SIG.  *
          *                                                                                   *
          *  BETWEEN GROUPS                  10.401      12          0.867      3.547   0.0002  *
          *                                                                                   *
          *  WITHIN GROUPS                   30.546     125          0.244                      *
          *                                                                                   *
          *                       ETA = 0.5040    ETA SQUARED = 0.2540                        *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                          07/25/84        PAGE  316

 FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
 - - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
 CRITERION VARIABLE     HOME2
     BROKEN DOWN BY     SCODE
 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 VARIABLE                   CODE      VALUE LABEL                   SUM            MEAN         STD DEV        VARIANCE            N

 FOR ENTIRE POPULATION                                           6237.0000         44.8705          8.0414         64.6643    (     139)

 SCODE                      3016.                                 737.0000         46.0625          6.6178         43.7958    (      16)
 SCODE                      3064.                                 660.0000         44.0000          5.8187         33.8571    (      15)
 SCODE                      3171.                                 243.0000         48.6000          3.1305          9.8000    (       5)
 SCODE                      3188.                                 347.0000         43.3750          8.8630         78.5536    (       8)
 SCODE                      3240.                                 542.0000         45.1667          8.1891         67.0606    (      12)
 SCODE                      3252.                                 262.0000         43.6667          6.9761         48.6667    (       6)
 SCODE                      3350.                                 102.0000         51.0000          2.8284          8.0000    (       2)
 SCODE                      3404.                                 569.0000         40.6429          6.3076         39.7857    (      14)
 SCODE                      3544.                                 755.0000         41.9444         10.1081        102.1732    (      18)
 SCODE                      3556.                                 719.0000         47.9333          7.3821         54.4952    (      15)
 SCODE                      3560.                                 429.0000         42.9000          8.1438         66.3222    (      10)
 SCODE                      3638.                                 775.0000         51.6667          6.0079         36.0952    (      15)
 SCODE                      4005.                                  97.0000         32.3333          8.3865         70.3333    (       3)

    TOTAL CASES =       151
 MISSING CASES =        12 OR    7.9 PCT.

 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

 PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                          07/25/84        PAGE  317

 CRITERION VARIABLE HOME2

 - - - - - - - - - - - - - - - - - - - - - - -   A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - -
```

481

```
VARIABLE                CODE      VALUE LABEL                         SUM          MEAN        STD DEV      SUM OF SQ            N

SCODE                   3016.                                     737.0000       46.0625        6.6178      656.9375     (      16)
SCODE                   3064.                                     660.0000       44.0000        5.8187      474.0000     (      15)
SCODE                   3171.                                     243.0000       48.6000        3.1305       39.2000     (       5)
SCODE                   3188.                                     347.0000       43.3750        8.8630      549.8750     (       8)
SCODE                   3240.                                     542.0000       45.1667        8.1891      737.6667     (      12)
SCODE                   3252.                                     262.0000       43.6667        6.9761      243.3333     (       6)
SCODE                   3350.                                     102.0000       51.0000        2.8284        8.0000     (       2)
SCODE                   3404.                                     569.0000       40.6429        6.3076      517.2143     (      14)
SCODE                   3544.                                     755.0000       41.9444       10.1081     1736.9444     (      18)
SCODE                   3556.                                     719.0000       47.9333        7.3821      762.9333     (      15)
SCODE                   3560.                                     429.0000       42.9000        8.1436      596.9000     (      10)
SCODE                   3638.                                     775.0000       51.6667        6.0079      505.3333     (      15)
SCODE                   4005.                                      97.0000       32.3333        8.3865      140.6667     (       3)
                                                                 --------------------------------------------------------------
                   WITHIN GROUPS TOTAL                           6237.0000       44.8705        7.4370     6969.0046     (     139)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *                      A N A L Y S I S   O F   V A R I A N C E                    *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.   *
          *                                                                                 *
          *  BETWEEN GROUPS                 1954.665     12       162.889    2.945  0.0012    *
          *                                                                                 *
          *  WITHIN GROUPS                  6969.005    126        55.310                   *
          *                                                                                 *
          *                      ETA = 0.4680   ETA SQUARED = 0.2190                        *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                    07/25/84        PAGE  318

FILE    1983      (CREATION DATE = 07/25/84)     -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S   - - - - - - - - - - - - - - - -
CRITERION VARIABLE     MEAN72
    BROKEN DOWN BY     SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                CODE      VALUE LABEL                         SUM          MEAN        STD DEV       VARIANCE            N

FOR ENTIRE POPULATION                                             415.7999        2.9914        0.5361         0.2874     (     139)

SCODE                   3016.                                      49.1333        3.0708        0.4412         0.1946     (      16)
SCODE                   3064.                                      44.0000        2.9333        0.3879         0.1505     (      15)
SCODE                   3171.                                      16.2000        3.2400        0.2087         0.0436     (       5)
SCODE                   3188.                                      23.1333        2.8917        0.5909         0.3491     (       8)
SCODE                   3240.                                      36.1333        3.0111        0.5459         0.2980     (      12)
SCODE                   3252.                                      17.4667        2.9111        0.4651         0.2163     (       6)
SCODE                   3350.                                       6.8000        3.4000        0.1886         0.0356     (       2)
SCODE                   3404.                                      37.9333        2.7095        0.4205         0.1768     (      14)
SCODE                   3544.                                      50.3333        2.7963        0.6739         0.4541     (      18)
SCODE                   3556.                                      47.9333        3.1956        0.4921         0.2422     (      15)
SCODE                   3560.                                      28.6000        2.8600        0.5429         0.2948     (      10)
SCODE                   3638.                                      51.6667        3.4444        0.4005         0.1604     (      15)
```

BEST COPY

```
SCODE                    4005.                        6.4667         2.1556        0.5591         0.3126    (     3)

  TOTAL CASES =      151
 MISSING CASES =       12 OR    7.9 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84        PAGE  319

CRITERION VARIABLE MEAN72
- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                   SUM           MEAN        STD DEV        SUM OF SQ            N

SCODE                    3016.                       49.1333         3.0708        0.4412         2.9197    (    16)
SCODE                    3064.                       44.0000         2.9333        0.3879         2.1067    (    15)
SCODE                    3171.                       16.2000         3.2400        0.2087         0.1742    (     5)
SCODE                    3188.                       23.1333         2.8917        0.5909         2.4439    (     8)
SCODE                    3240.                       36.1333         3.0111        0.5459         3.2785    (    12)
SCODE                    3252.                       17.4667         2.9111        0.4651         1.0815    (     6)
SCODE                    3350.                        6.8000         3.4000        0.1886         0.0356    (     2)
SCODE                    3404.                       37.9333         2.7095        0.4205         2.2987    (    14)
SCODE                    3544.                       50.3333         2.7963        0.6739         7.7198    (    18)
SCODE                    3556.                       47.9333         3.1956        0.4921         3.3908    (    15)
SCODE                    3560.                       28.6000         2.8600        0.5429         2.6529    (    10)
SCODE                    3638.                       51.6667         3.4444        0.4005         2.2459    (    15)
SCODE                    4005.                        6.4667         2.1556        0.5591         0.6252    (     3)
                                                    --------------------------------------------------------------------
                    WITHIN GROUPS TOTAL             415.7999         2.9914        0.4958        30.9734    (   139)


        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
        *                                                                               *
        *                       A N A L Y S I S   O F   V A R I A N C E                 *
        *                                                                               *
        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
        *                                                                               *
        *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG. *
        *                                                                               *
        *  BETWEEN GROUPS                  8.687     12         0.724    2.945  0.0012  *
        *                                                                               *
        *  WITHIN GROUPS                  30.973    126         0.246                   *
        *                                                                               *
        *                     ETA = 0.4680   ETA SQUARED = 0.2190                       *
        *                                                                               *
        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                  07/25/84        PAGE  320

FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING
- - - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - -
CRITERION VARIABLE    TOTAL
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                   SUM           MEAN        STD DEV        VARIANCE             N
```

BEST COPY

```
FOR ENTIRE POPULATION                                         37887.0000      367.8350      46.5504      2166.9431    (    103)

SCODE                        3016.                             3700.0000      336.3636      48.2437      2327.4545    (     11)
SCODE                        3064.                             4131.0000      375.5455      50.3515      2535.2727    (     11)
SCODE                        3171.                             1606.0000      401.5000      36.2629      1315.0000    (      4)
SCODE                        3188.                             2667.0000      381.0000      35.5809      1266.0000    (      7)
SCODE                        3240.                             2054.0000      342.3333      26.8527       721.0667    (      6)
SCODE                        3252.                             1096.0000      365.3333       4.5092        20.3333    (      3)
SCODE                        3350.                              791.0000      395.5000      38.8909      1512.5000    (      2)
SCODE                        3404.                             3880.0000      352.7273      37.3446      1394.6182    (     11)
SCODE                        3544.                             4431.0000      340.8462      46.0196      2117.8077    (     13)
SCODE                        3556.                             3940.0000      394.0000      24.5719       603.7778    (     10)
SCODE                        3560.                             3508.0000      389.7778      53.6884      2882.4444    (      9)
SCODE                        3638.                             5107.0000      392.8462      40.5891      1647.4744    (     13)
SCODE                        4005.                              976.0000      325.3333      65.6531      4310.3333    (      3)

  TOTAL CASES =      151
MISSING CASES =       48 OR   31.8 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                        07/25/84       PAGE  321

CRITERION VARIABLE TOTAL

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE      VALUE LABEL                    SUM           MEAN       STD DEV      SUM OF SQ             N

SCODE                        3016.                             3700.0000      336.3636      48.2437     23274.5455    (     11)
SCODE                        3064.                             4131.0000      375.5455      50.3515     25352.7273    (     11)
SCODE                        3171.                             1606.0000      401.5000      36.2629      3945.0000    (      4)
SCODE                        3188.                             2667.0000      381.0000      35.5809      7596.0000    (      7)
SCODE                        3240.                             2054.0000      342.3333      26.8527      3605.3333    (      6)
SCODE                        3252.                             1096.0000      365.3333       4.5092        40.6667    (      3)
SCODE                        3350.                              791.0000      395.5000      38.8909      1512.5000    (      2)
SCODE                        3404.                             3880.0000      352.7273      37.3446     13946.1818    (     11)
SCODE                        3544.                             4431.0000      340.8462      46.0196     25413.6923    (     13)
SCODE                        3556.                             3940.0000      394.0000      24.5719      5434.0000    (     10)
SCODE                        3560.                             3508.0000      389.7778      53.6884     23059.5556    (      9)
SCODE                        3638.                             5107.0000      392.8462      40.5891     19769.6923    (     13)
SCODE                        4005.                              976.0000      325.3333      65.6531      8620.6667    (      3)
                                                               -----------------------------------------------------------------
                      WITHIN GROUPS TOTAL                     37887.0000      367.8350      42.3701    161570.5614    (    103)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                   A N A L Y S I S   O F   V A R I A N C E                       *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.   *
           *                                                                                 *
           *  BETWEEN GROUPS              59457.633     12      4954.803     2.760   0.0031   *
           *                                                                                 *
           *  WITHIN GROUPS              161570.561     90      1795.228                      *
           *                                                                                 *
           *                  ETA = 0.5187   ETA SQUARED = 0.2690                            *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  322

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE    MEAN8
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE      VALUE LABEL                SUM          MEAN        STD DEV       VARIANCE        N

FOR ENTIRE POPULATION                                           378.8700       3.6783       0.4655         0.2167     (   103)

SCODE                         3016.                              37.0000       3.3636       0.4824         0.2327     (    11)
SCODE                         3064.                              41.3100       3.7555       0.5035         0.2535     (    11)
SCODE                         3171.                              16.0600       4.0150       0.3626         0.1315     (     4)
SCODE                         3188.                              26.6700       3.8100       0.3558         0.1266     (     7)
SCODE                         3240.                              20.5400       3.4233       0.2685         0.0721     (     6)
SCODE                         3252.                              10.9600       3.6533       0.0451         0.0020     (     3)
SCODE                         3350.                               7.9100       3.9550       0.3889         0.1513     (     2)
SCODE                         3404.                              38.8000       3.5273       0.3734         0.1395     (    11)
SCODE                         3544.                              44.3100       3.4085       0.4602         0.2118     (    13)
SCODE                         3556.                              39.4000       3.9400       0.2457         0.0604     (    10)
SCODE                         3560.                              35.0800       3.8978       0.5369         0.2882     (     9)
SCODE                         3638.                              51.0700       3.9285       0.4059         0.1647     (    13)
SCODE                         4005.                               9.7600       3.2533       0.6565         0.4310     (     3)

  TOTAL CASES =      151
MISSING CASES =       48 OR  31.8 PCT.


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                07/25/84        PAGE  323

CRITERION VARIABLE MEAN8

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE      VALUE LABEL                SUM          MEAN        STD DEV       SUM OF SQ       N

SCODE                         3016.                              37.0000       3.3636       0.4824         2.3275     (    11)
SCODE                         3064.                              41.3100       3.7555       0.5035         2.5353     (    11)
SCODE                         3171.                              16.0600       4.0150       0.3626         0.3945     (     4)
SCODE                         3188.                              26.6700       3.8100       0.3558         0.7596     (     7)
SCODE                         3240.                              20.5400       3.4233       0.2685         0.3605     (     6)
SCODE                         3252.                              10.9600       3.6533       0.0451         0.0041     (     3)
SCODE                         3350.                               7.9100       3.9550       0.3889         0.1513     (     2)
SCODE                         3404.                              38.8000       3.5273       0.3734         1.3946     (    11)
SCODE                         3544.                              44.3100       3.4085       0.4602         2.5414     (    13)
SCODE                         3556.                              39.4000       3.9400       0.2457         0.5434     (    10)
SCODE                         3560.                              35.0800       3.8978       0.5369         2.3060     (     9)
SCODE                         3638.                              51.0700       3.9285       0.4059         1.9770     (    13)
SCODE                         4005.                               9.7600       3.2533       0.6565         0.8621     (     3)
                                                             ----------------------------------------------------------------
                     WITHIN GROUPS TOTAL                        378.8700       3.6783       0.4237        16.1571     (   103)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                A N A L Y S I S   O F   V A R I A N C E                            *
```

BEST COPY

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*
*  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE          F       SIG.  *
*
*  BETWEEN GROUPS                      5.946     12         0.495      2.760   0.0031  *
*
*  WITHIN GROUPS                      16.157     90         0.180                      *
*
*                        ETA = 0.5187   ETA SQUARED = 0.2690                           *
*
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                             07/25/84        PAGE  324

FILE   1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY N.FLEMING

- - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
CRITERION VARIABLE    TOTAL2
    BROKEN DOWN BY    SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                 SUM          MEAN       STD DEV       VARIANCE        N

FOR ENTIRE POPULATION                                   37694.0000      345.8165       41.2390      1700.6512   (   109)

SCODE                    3016.                           3611.0000      328.2727       47.3943      2246.2182   (    11)
SCODE                    3064.                           4183.0000      348.5833       37.9388      1439.3561   (    12)
SCODE                    3171.                           1472.0000      368.0000       25.3640       643.3333   (     4)
SCODE                    3188.                           1825.0000      365.0000       35.5528      1264.0000   (     5)
SCODE                    3240.                           3647.0000      331.5455       45.9116      2107.8727   (    11)
SCODE                    3252.                           2188.0000      364.6667       32.3027      1043.4667   (     6)
SCODE                    3350.                            772.0000      386.0000        9.8995        98.0000   (     2)
SCODE                    3404.                           4240.0000      326.1538       32.5368      1058.6410   (    13)
SCODE                    3544.                           4912.0000      327.4667       48.8216      2383.5524   (    15)
SCODE                    3556.                           3933.0000      357.5455       26.2388       688.4727   (    11)
SCODE                    3560.                           2505.0000      357.8571       40.0226      1601.8095   (     7)
SCODE                    3638.                           3822.0000      382.2000       16.7053       279.0667   (    10)
SCODE                    4005.                            584.0000      292.0000       19.7990       392.0000   (     2)

  TOTAL CASES =       151
MISSING CASES =        42 OR   27.8 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                             07/25/84        PAGE  325

CRITERION VARIABLE TOTAL2

- - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE      VALUE LABEL                 SUM          MEAN       STD DEV      SUM OF SQ        N

SCODE                    3016.                           3611.0000      328.2727       47.3943     22462.1818   (    11)
SCODE                    3064.                           4183.0000      348.5833       37.9389     15832.9167   (    12)
SCODE                    3171.                           1472.0000      368.0000       25.3640      1930.0000   (     4)
SCODE                    3188.                           1825.0000      365.0000       35.5528      5056.0000   (     5)
SCODE                    3240.                           3647.0000      331.5455       45.9116     21078.7273   (    11)
SCODE                    3252.                           2188.0000      364.6667       32.3027      5217.3333   (     6)
SCODE                    3350.                            772.0000      386.0000        9.8995        98.0000   (     2)
```

BEST COPY

```
SCODE                3556.                                      3933.0000      357.5455
SCODE                3560.                                      2505.0000      357.8571      40.0226      9610.8571    (       7)
SCODE                3638.                                      3022.0000      302.2000      16.7053      2511.6000    (      10)
SCODE                4005.                                       584.0000      292.0000      19.7990       392.0000    (       2)
                                                          --------------------------------------------------------------------
                    WITHIN GROUPS TOTAL                        37694.0000      345.8165      37.7971    137147.7691    (     109)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                    A N A L Y S I S   O F   V A R I A N C E                      *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE               SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.     *
           *                                                                                 *
           *  BETWEEN GROUPS            46522.561    12      3876.880       2.714  0.0034    *
           *                                                                                 *
           *  WITHIN GROUPS            137147.769    96      1428.623                         *
           *                                                                                 *
           *                       ETA = 0.5033   ETA SQUARED = 0.2533                       *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84      PAGE 326

FILE    1983      (CREATION DATE = 07/25/84)    -1984 EVALUATION BY M.FLEMING

- - - - - - - - - - - - - - - - -   D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - - -
CRITERION VARIABLE     MEAN82
   BROKEN DOWN BY      SCODE
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE     VALUE LABEL                  SUM          MEAN       STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                             376.9400      3.4582      0.4124        0.1701     (   109)

SCODE                         3016.                                36.1100      3.2827      0.4739        0.2246     (    11)
SCODE                         3064.                                41.8300      3.4858      0.3794        0.1439     (    12)
SCODE                         3171.                                14.7200      3.6800      0.2536        0.0643     (     4)
SCODE                         3188.                                18.2500      3.6500      0.3555        0.1264     (     5)
SCODE                         3240.                                36.4700      3.3155      0.4591        0.2108     (    11)
SCODE                         3252.                                21.8800      3.6467      0.3230        0.1043     (     6)
SCODE                         3350.                                 7.7200      3.3600      0.0990        0.0098     (     2)
SCODE                         3404.                                42.4000      3.2615      0.3254        0.1059     (    13)
SCODE                         3544.                                49.1200      3.2747      0.4882        0.2384     (    15)
SCODE                         3556.                                39.3300      3.5755      0.2624        0.0688     (    11)
SCODE                         3560.                                25.0500      3.5786      0.4002        0.1602     (     7)
SCODE                         3638.                                30.2200      3.0220      0.1671        0.0279     (    10)
SCODE                         4005.                                 5.8400      2.9200      0.1980        0.0392     (     2)

  TOTAL CASES =      151
MISSING CASES =       42 OR   27.8 PCT.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                              07/25/84      PAGE 327
```

BEST COPY

```
- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE      VALUE LABEL                          SUM            MEAN         STD DEV        SUM OF SQ           N

SCODE                          3016.                                       36.1100         3.2827         0.4739          2.2462    (       11)
SCODE                          3064.                                       41.8300         3.4858         0.3794          1.5833    (       12)
SCODE                          3171.                                       14.7200         3.6800         0.2536          0.1930    (        4)
SCODE                          3188.                                       18.2500         3.6500         0.3555          0.5056    (        5)
SCODE                          3240.                                       36.4700         3.3155         0.4591          2.1079    (       11)
SCODE                          3252.                                       21.8800         3.6467         0.3230          0.5217    (        6)
SCODE                          3350.                                        7.7200         3.8600         0.0990          0.0098    (        2)
SCODE                          3404.                                       42.4000         3.2615         0.3254          1.2704    (       13)
SCODE                          3544.                                       49.1200         3.2747         0.4882          3.3370    (       15)
SCODE                          3556.                                       39.3300         3.5755         0.2624          0.6885    (       11)
SCODE                          3560.                                       25.0500         3.5786         0.4002          0.9611    (        7)
SCODE                          3638.                                       38.2200         3.8220         0.1671          0.2512    (       10)
SCODE                          4005.                                        5.8400         2.9200         0.1980          0.0392    (        2)
                                                                    -----------------------------------------------------------------------
                          WITHIN GROUPS TOTAL                             376.9400         3.4582         0.3780         13.7148    (      109)


                ++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
                +
                +                  A N A L Y S I S   O F   V A R I A N C E
                +
                ++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
                +
                +  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.  +
                +
                +  BETWEEN GROUPS                    4.652     12         0.388    2.714  0.0034  +
                +
                +  WITHIN GROUPS                    13.715     96         0.143                   +
                +
                +                   ETA = 0.5033   ETA SQUARED = 0.2533                            +
                +
                ++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

PRE-POST ANALYSIS OF PROJECT PERFORM TEST DATA                                    07/25/84          PAGE  328

ELAPSED TIME REQUIRED..   78.96 SECONDS


            129 FINISH

       NORMAL END OF JOB.
         129 CONTROL CARDS WERE PROCESSED.
           0 ERRORS WERE DETECTED.
```

BEST COPY

- APPENDIX E -

SUMMARY OF ANALYSES OF VARIANCE AND CO-VARIANCE 1981-82 and 1982-83 PROJECT AND NON-PROJECT SCHOOLS

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84        PAGE  1
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * *
                  P2NCE       PRE   T--CTBS COMPREHSN NCE
               BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                  TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     46.16
  ( 28510)


PERFORM
         1          2

     44.36      46.57
  (  5268)  ( 23242)


TGRADE
         1          2          3          4          5          6          7          8          9

       0.0        0.0      51.24      49.33      44.01      45.25      46.98      42.05      41.69
  (      0)  (      0)  (  4248)  (  4459)  (  4900)  (  4850)  (  4369)  (  3016)  (  2668)



             TGRADE
                       1          2          3          4          5          6          7          8          9
PERFORM
          1          0.0        0.0      48.68      47.29      43.75      43.61      44.93      39.57      39.07
                (      0)  (      0)  (   586)  (   966)  (  1112)  (   981)  (   748)  (   470)  (   405)

          2          0.0        0.0      51.65      49.89      44.09      45.67      47.40      42.51      42.15
                (      0)  (      0)  (  3662)  (  3493)  (  3788)  (  3869)  (  3621)  (  2546)  (  2263)
```

BEST COPY

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84          PAGE  164
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PREC1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * * *
                T2NCE        POST  T--CTBS COMPREHSION NCE %TILE SCR
             BY PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     46.68
  ( 28510)


PERFORM
          1         2

     45.99     46.84
  (  5268)  ( 23242)


TGRADE
          1         2         3         4         5         6         7         8         9

       0.0       0.0     50.42     46.26     46.85     48.10     43.93     45.00     44.96
  (      0)  (      0)  (  4248)  (  4459)  (  4900)  (  4850)  (  4369)  (  3016)  (  2668)



           TGRADE
                    1         2         3         4         5         6         7         8         9
PERFORM
          1       0.0       0.0     48.77     44.81     46.39     47.16     44.72     43.08     46.55
             (      0)  (      0)  (   586)  (   966)  (  1112)  (   981)  (   748)  (   470)  (   405)

          2       0.0       0.0     50.68     46.66     46.99     48.33     43.77     45.35     44.68
             (      0)  (      0)  (  3662)  (  3493)  (  3788)  (  3869)  (  3621)  (  2546)  (  2263)
```

BEST COPY

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                      07/17/84          PAGE
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * *
                 D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE
              BY PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
                 TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     0.52
 ( 28510)


PERFORM
          1          2

       1.63       0.27
 (  5268)  ( 23242)


TGRADE
          1          2          3          4          5          6          7          8          9

        0.0        0.0      -0.82      -3.07       2.84       2.84      -3.05       2.95       3.28
 (      0)  (      0)  (  4248)  (  4459)  (  4900)  (  4850)  (  4369)  (  3016)  (  2668)



              TGRADE
                     1          2          3          4          5          6          7          8          9
PERFORM
          1        0.0        0.0       0.09      -2.49       2.64       3.55      -0.20       3.51       7.48
              (      0)  (      0)  (   586)  (   966)  (  1112)  (   981)  (   748)  (   470)  (   405)

          2        0.0        0.0      -0.96      -3.23       2.90       2.66      -3.64       2.84       2.52
              (      0)  (      0)  (  3662)  (  3493)  (  3788)  (  3869)  (  3621)  (  2546)  (  2263)
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84        PAGE  16
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * * *
             TINCE      POST  T  CTBS VOCABULRY NCE
          BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
             TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * 


TOTAL POPULATION

     49.86
 ( 28510)


PERFORM
        1        2

     48.63     50.14
 (  5268) ( 23242)


TGRADE
        1        2        3        4        5        6        7        8        9

      0.0      0.0    54.93    53.07    47.96    48.96    47.55    47.52    48.00
 (     0) (     0) (  4248) (  4459) (  4900) (  4850) (  4369) (  3016) (  2668)



          TGRADE
                 1        2        3        4        5        6        7        8        9
PERFORM
        1      0.0      0.0    52.22    51.95    48.05    47.33    47.76    43.14    48.22
          (     0) (     0) (   586) (   966) (  1112) (   981) (   748) (   470) (   405)

        2      0.0      0.0    55.36    53.38    47.94    49.38    47.50    48.33    47.96
          (     0) (     0) (  3662) (  3493) (  3788) (  3869) (  3621) (  2546) (  2263)
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                               07/17/84          PAGE  167
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * * *
                 DINCE      GAIN OR LOSS--CTBS VOCABULARY NCE
              BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
                 TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     1.78
 ( 28510)


PERFORM
        1         2

     2.32      1.61
 (  5268)  ( 23242)


TGRADE
        1         2         3         4         5         6         7         8         9

      0.0       0.0      1.90      2.55     -1.12      3.67      0.22      2.24      4.22
 (      0)  (      0)  (  4248)  (  4459)  (  4900)  (  4850)  (  4369)  (  3016)  (  2668)



              TGRADE
                     1         2         3         4         5         6         7         8         9
PERFORM
        1          0.0       0.0      0.60      4.11     -0.39      3.90      3.22      1.33      6.22
              (      0)  (      0)  (   586)  (   966)  (  1112)  (   981)  (   748)  (   470)  (   405)

        2          0.0       0.0      2.11      2.11     -1.34      3.61     -0.40      2.40      3.86
              (      0)  (      0)  (  3662)  (  3493)  (  3788)  (  3869)  (  3621)  (  2546)  (  2263)
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84        PAGE  168
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPST[illegible]PR (CREATION DATE = 07/17/84)   1981-82 PRE,1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
             P2NCE     PRE   T--CTBS COMPREHSN NCE
          BY PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
             TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                      SUM OF                      MEAN             SIGNIF
SOURCE OF VARIATION                  SQUARES       DF           SQUARE        F      OF F

MAIN EFFECTS                      307554.375        7        43936.336  160.741   0.0
   PERFORM                         19513.215        1        19513.215   71.389   0.0
   TGRADE                         286543.750        6        47757.289  174.720   0.0

2-WAY INTERACTIONS                  3910.438        6          651.740    2.384   0.026
   PERFORM   TGRADE                 3910.408        6          651.735    2.384   0.026

EXPLAINED                         311465.000       13        23958.844   87.653   0.0

RESIDUAL                         7789006.000    28496          273.337

TOTAL                            8100471.000    28509          284.137


   73501 CASES WERE PROCESSED.
   44991 CASES ( 61.2 PCT) WERE MISSING.
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84        PAGE  16
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
              P2NCE     PRE    T--CTBS COMPREHSN NCE
        BY    PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =     46.16                                              ADJUSTED FOR
                                                     ADJUSTED FOR   INDEPENDENTS
                                        UNADJUSTED   INDEPENDENTS   + COVARIATES
VARIABLE + CATEGORY              N      DEV'N  ETA   DEV'N   BETA   DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL    5268     -1.80        -1.74
    2 NON-PROJ.PERFORM SCH   23242      0.41         0.40
                                              0.05          0.05

TGRADE
    3                         4248      5.08         4.98
    4                         4459      3.16         3.23
    5                         4900     -2.15        -2.06
    6                         4850     -0.91        -0.87
    7                         4369      0.82         0.79
    8                         3016     -4.11        -4.17
    9                         2668     -4.47        -4.54
                                              0.19          0.19

MULTIPLE R SQUARED                                          0.038
MULTIPLE R                                                  0.195
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84        PAGE  170
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * *
           T2NCE     POST  T--CTBS COMPREHSION NCE %TILE SCR
        BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
           TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                        SUM OF                      MEAN             SIGNIF
SOURCE OF VARIATION                    SQUARES       DF            SQUARE        F     OF F

MAIN EFFECTS                        122356.563        7         17479.508   65.579   0.0
   PERFORM                            2809.415        1          2809.415   10.540   0.001
   TGRADE                           119257.563        6         19876.258   74.572   0.0

2-WAY INTERACTIONS                    6829.938        6          1138.323    4.271   0.000
   PERFORM  TGRADE                    6829.898        6          1138.316    4.271   0.000

EXPLAINED                           129187.000       13          9937.461   37.283   0.0

RESIDUAL                           7595309.000    28496           266.539

TOTAL                              7724496.000    28509           270.949


   73501 CASES WERE PROCESSED.
   44991 CASES ( 61.2 PCT) WERE MISSING.
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   07/17/84        PAGE 1
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
               T2NCE     POST  T--CTBS COMPREHSION NCE %TILE SCR
          BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
               TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =     46.68                                                ADJUSTED FOR
                                                     ADJUSTED FOR     INDEPENDENTS
                                      UNADJUSTED     INDEPENDENTS     + COVARIATES
VARIABLE + CATEGORY            N      DEV'N  ETA     DEV'N   BETA     DEV'N   BETA

PERFORM
   1 PROJECT PERFORM SCHL   5268      -0.69          -0.66
   2 NON-PROJ.PERFORM SCH  23242       0.16           0.15
                                             0.02            0.02

TGRADE
   3                        4248       3.74           3.70
   4                        4459      -0.42          -0.40
   5                        4900       0.17           0.21
   6                        4850       1.41           1.43
   7                        4369      -2.75          -2.76
   8                        3016      -1.69          -1.71
   9                        2668      -1.72          -1.75
                                             0.12            0.12

MULTIPLE R SQUARED                                           0.016
MULTIPLE R                                                   0.126
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                        07/17/84        PAGE  172
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * *
                 D2NCE     GAIN OR LOSS--CTBS COMPREHENSION NCE
              BY PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
                 TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                                SUM OF                       MEAN              SIGNIF
SOURCE OF VARIATION                            SQUARES      DF              SQUARE        F      OF F

MAIN EFFECTS                                218708.688       7           31244.098  149.862   0.0
   PERFORM                                    7514.426       1            7514.426   36.043   0.000
   TGRADE                                   210737.438       6           35122.906  168.467   0.0

2-WAY INTERACTIONS                           10072.375       6            1678.729    8.052   0.000
   PERFORM  TGRADE                           10072.426       6            1678.738    8.052   0.000

EXPLAINED                                   228782.000      13           17598.613   84.412   0.0

RESIDUAL                                   5941000.000   28496             208.485

TOTAL                                      6169782.000   28509             216.415


  73501 CASES WERE PROCESSED.
  44991 CASES ( 61.2 PCT) WERE MISSING.
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84           PAGE  173
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
              D2NCE    GAIN OR LOSS--CTBS COMPREHENSION NCE
         BY   PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =      0.52                                             ADJUSTED FOR
                                                  ADJUSTED FOR     INDEPENDENTS
                                       UNADJUSTED  INDEPENDENTS    + COVARIATES
VARIABLE + CATEGORY             N      DEV'N  ETA  DEV'N    BETA   DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL   5268       1.11         1.08
    2 NON-PROJ.PERFORM SCH  23242      -0.25        -0.25
                                              0.04            0.04

TGRADE
    3                        4248      -1.34        -1.28
    4                        4459      -3.59        -3.63
    5                        4900       2.32         2.26
    6                        4850       2.32         2.30
    7                        4369      -3.57        -3.55
    8                        3016       2.42         2.46
    9                        2668       2.75         2.80
                                              0.19            0.18

MULTIPLE R SQUARED                                           0.035
MULTIPLE R                                                   0.188
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                 07/17/84        PAGE 17
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
                TINCE     POST  T  CTBS VOCABULRY NCE
             BY PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                         SUM OF                       MEAN             SIGNIF
SOURCE OF VARIATION                     SQUARES        DF            SQUARE        F     OF F

MAIN EFFECTS                         234260.875         7         33465.836  109.293    0.0
   PERFORM                             8398.484         1          8398.484   27.428    0.000
   TGRADE                            224423.625         6         37403.930  122.154    0.0

2-WAY INTERACTIONS                    12147.500         6          2024.583    6.612    0.000
   PERFORM  TGRADE                    12147.504         6          2024.584    6.612    0.000

EXPLAINED                            246409.000        13         18954.535   61.902    0.0

RESIDUAL                            8725587.000     28496           306.204

TOTAL                               8971996.000     28509           314.707


  73501 CASES WERE PROCESSED.
  44991 CASES ( 61.2 PCT) WERE MISSING.
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84        PAGE  1
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
                TINCE     POST  T  CTBS VOCABULRY NCE
           BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =     49.86                                                  ADJUSTED FOR
                                                    ADJUSTED FOR        INDEPENDENTS
                                       UNADJUSTED   INDEPENDENTS        + COVARIATES
VARIABLE + CATEGORY             N      DEV'N  ETA   DEV'N   BETA        DEV'N   BETA

PERFORM
     1 PROJECT PERFORM SCHL   5268     -1.23        -1.14
     2 NON-PROJ.PERFORM SCH  23242      0.28         0.26
                                             0.03           0.03

TGRADE
     3                        4248      5.07         5.00
     4                        4459      3.21         3.25
     5                        4900     -1.90        -1.84
     6                        4850     -0.90        -0.88
     7                        4369     -2.32        -2.33
     8                        3016     -2.34        -2.38
     9                        2668     -1.86        -1.91
                                             0.16           0.16

MULTIPLE R SQUARED                                         0.026
MULTIPLE R                                                 0.162
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    07/17/84        PAGE
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE 1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * * *
             DINCE     GAIN OR LOSS--CTBS VOCABULARY NCE
          BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
             TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                          SUM OF                    MEAN            SIGNIF
SOURCE OF VARIATION                      SQUARES       DF          SQUARE       F     OF F

MAIN EFFECTS                           93009.563        7       13287.078  59.599   0.0
   PERFORM                              4579.277        1        4579.277  20.540   0.000
   TGRADE                              89463.250        6       14910.539  66.881   0.0

2-WAY INTERACTIONS                     10898.063        6        1816.344   8.147   0.000
   PERFORM  TGRADE                     10898.109        6        1816.352   8.147   0.000

EXPLAINED                             103908.000       13        7992.922  35.852   0.0

RESIDUAL                             6352949.000    28496         222.942

TOTAL                                6456857.000    28509         226.485


   73501 CASES WERE PROCESSED.
   44991 CASES ( 61.2 PCT) WERE MISSING.
```

```
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
               DINCE    GAIN OR LOSS--CTBS VOCABULARY NCE
          BY   PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
               TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =      1.78                                                    ADJUSTED FOR
                                                        ADJUSTED FOR      INDEPENDENTS
                                          UNADJUSTED    INDEPENDENTS      + COVARIATES
VARIABLE + CATEGORY               N       DEV'N  ETA    DEV'N    BETA     DEV'N    BETA

PERFORM
     1 PROJECT PERFORM SCHL    5268        0.74          0.84
     2 NON-PROJ.PERFORM SCH   23242       -0.17         -0.19
                                                 0.02             0.03

TGRADE
     3                          4248        0.12          0.17
     4                          4459        0.77          0.74
     5                          49[illegible]0       -2.90         -2.94
     6                          4850        1.89          1.87
     7                          4369       -1.56         -1.54
     8                          3016        0.46          0.49
     9                          2668        2.44          2.48
                                                 0.12             0.12

MULTIPLE R SQUARED                                                0.014
MULTIPLE R                                                        0.120
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    07/17/84         PAGE  178
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * * *
              T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR
           BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     47.19
  ( 39836)


PERFORM
         1         2

     46.39     47.33
  (  5993)  ( 33843)
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84       PAG
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * * *
                T2NCE    POST  T--CTBS COMPREHSION NCE %TILE SCR
             BY PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
            WITH P2NCE    PRE   T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                            SUM OF                     MEAN               SIGNIF
SOURCE OF VARIATION                        SQUARES        DF          SQUARE         F      OF F

COVARIATES                             3975661.000         1    3975661.000********   0.0
   P2NCE                               3975661.000         1    3975661.000********   0.0

MAIN EFFECTS                                 6.000         1          6.000   0.033   0.856
   PERFORM                                   6.526         1          6.526   0.036   0.850

EXPLAINED                              3975667.000         2    1987833.000********   0.000

RESIDUAL                               7297401.000     39833        183.200

TOTAL                                 11273068.000     39835        282.994



COVARIATE    RAW REGRESSION COEFFICIENT

P2NCE             0.583


  73501 CASES WERE PROCESSED.
  33665 CASES ( 45.8 PCT) WERE MISSING.
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                 07/17/84          PAGE  180
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
           T2NCE     POST  T--CTBS COMPREHSION NCE %TILE SCR
        BY   PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
        WITH P2NCE    PRE   T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =     47.19                                                    ADJUSTED FOR
                                                     ADJUSTED FOR    INDEPENDENTS
                                      UNADJUSTED    INDEPENDENTS    + COVARIATES
VARIABLE + CATEGORY            N      DEV'N  ETA   DEV'N    BETA   DEV'N   BETA

PERFORM
   1 PROJECT PERFORM SCHL   5993      -0.80                          0.03
   2 NON-PROJ.PERFORM SCH  33843       0.14                         -0.01
                                             0.02                                0.00

MULTIPLE R SQUARED                                                               0.353
MULTIPLE R                                                                       0.594
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84          PAGE  181
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPP (CREATION DATE = 07/17/84)   1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * *
                T2NCE       POST  T--CTBS COMPREHSION NCE %TILE SCR
             BY PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     47.46
 ( 33420)


PERFORM
         1          2

     46.39      47.70
 (   5993)  ( 27427)


TGRADE
         1          2          3          4          5          6          7          8          9

     53.21      51.81      50.43      46.29      46.86      48.09      43.93      45.00      44.96
 (    703)  (   4195)  (   4255)  (   4460)  (   4901)  (   4852)  (   4370)  (   3016)  (   2668)



           TGRADE
                    1          2          3          4          5          6          7          8          9
PERFORM
         1      47.81      49.70      48.77      44.80      46.39      47.13      44.72      43.08      46.55
            (    111)  (    612)  (    586)  (    967)  (   1112)  (    982)  (    748)  (    470)  (    405)

         2      54.23      52.17      50.70      46.66      46.99      48.33      43.77      45.35      44.68
            (    592)  (   3583)  (   3669)  (   3493)  (   3789)  (   3870)  (   3622)  (   2546)  (   2263)
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84        PAGE  182
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

* * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * *
              T2NCE     POST  T--CTBS COMPREHSION NCE XTILE SCR
           BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
          WITH P2NCE     PRE   T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                       SUM OF                     MEAN          SIGNIF
SOURCE OF VARIATION                   SQUARES       DF           SQUARE       F    OF F

COVARIATES                        3100359.000        1   3100359.000********   0.0
   P2NCE                          3100359.000        1   3100359.000********   0.0

MAIN EFFECTS                       235644.000        9     26182.664 151.391   0.0
   PERFORM                            110.729        1       110.729   0.640   0.424
   TGRADE                          235604.500        8     29450.563 170.287   0.0

2-WAY INTERACTIONS                  11617.000        8      1452.125   8.396   0.000
   PERFORM  TGRADE                  11616.828        8      1452.104   8.396   0.000

EXPLAINED                         3347620.000       18    185978.8751075.353   0.0

RESIDUAL                          5776599.000    33401       172.947

TOTAL                             9124219.000    33419       273.025



COVARIATE    RAW REGRESSION COEFFICIENT

P2NCE             0.565

  73501 CASES WERE PROCESSED.
  40081 CASES ( 54.5 PCT) WERE MISSING.
```

```
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APP

* * *  M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
         T2NCE     POST  T--CTBS COMPREHSION NCE %TILE SCR
      BY  PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
         TGRADE
      WITH P2NCE    PRE   T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =     47.46                                               ADJUSTED FOR
                                                  ADJUSTED FOR      INDEPENDENTS
                                  UNADJUSTED      INDEPENDENTS      + COVARIATES
VARIABLE + CATEGORY         N     DEV'N  ETA      DEV'N   BETA      DEV'N   BETA

PERFORM
     1 PROJECT PERFORM SCHL   5993    -1.07                               0.12
     2 NON-PROJ.PERFORM SCH  27427     0.23                              -0.03
                                            0.03                                 0.00

TGRADE
     1                         703     5.75                              13.48
     2                        4195     4.35                              -1.55
     3                        4255     2.97                               0.65
     4                        4460    -1.21                              -2.41
     5                        4901    -0.61                               1.33
     6                        4852     0.62                               1.84
     7                        4370    -3.53                              -3.34
     8                        3016    -2.47                               0.64
     9                        2668    -2.50                               0.82
                                            0.16                                 0.16

MULTIPLE R SQUARED                                                              0.366
MULTIPLE R                                                                      0.605
```

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  134
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE   P2NCE      PRE   T--CTBS COMPREHSN NCE
    BROKEN DOWN BY   TGRADE
                BY   PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                   SUM          MEAN        STD DEV       VARIANCE         N

FOR ENTIRE POPULATION                                2251645.0000       47.1055       17.5870       309.3032    ( 47800)

TGRADE                      1                         319622.0000       53.4396       16.8821       285.0042    (  5981)
   PERFORM                  1  PROJECT PERFORM SCHL    43122.0000       51.7671       16.1733       261.5755    (   833)
   PERFORM                  2  NON-PROJ.PERFORM SCH   276500.0000       53.7102       16.9800       288.3209    (  5148)

TGRADE                      2                         319622.0000       53.4396       16.8821       285.0042    (  5981)
   PERFORM                  1  PROJECT PERFORM SCHL    43122.0000       51.7671       16.1733       261.5755    (   833)
   PERFORM                  2  NON-PROJ.PERFORM SCH   276500.0000       53.7102       16.9800       288.3209    (  5148)

TGRADE                      3                         258474.0000       49.9177       17.0743       291.5312    (  5178)
   PERFORM                  1  PROJECT PERFORM SCHL    32308.0000       47.5118       17.0728       291.4815    (   680)
   PERFORM                  2  NON-PROJ.PERFORM SCH   226166.0000       50.2815       17.0469       290.5959    (  4498)

TGRADE                      4                         252399.0000       48.6599       16.7491       280.5322    (  5187)
   PERFORM                  1  PROJECT PERFORM SCHL    51764.0000       46.8877       16.0242       256.7743    (  1104)
   PERFORM                  2  NON-PROJ.PERFORM SCH   200635.0000       49.1391       16.9098       285.9414    (  4083)

TGRADE                      5                         251716.0000       42.9916       17.0761       291.5939    (  5855)
   PERFORM                  1  PROJECT PERFORM SCHL    56225.0000       42.5625       16.7909       281.9326    (  1321)
   PERFORM                  2  NON-PROJ.PERFORM SCH   195491.0000       43.1167       17.1582       294.4022    (  4534)

TGRADE                      6                         253496.0000       44.3175       18.1682       330.0831    (  5720)
   PERFORM                  1  PROJECT PERFORM SCHL    49691.0000       42.3623       16.7753       281.4104    (  1173)
   PERFORM                  2  NON-PROJ.PERFORM SCH   203805.0000       44.8219       18.4787       341.4632    (  4547)

TGRADE                      7                         259705.0000       46.1452       15.8447       251.0543    (  5628)
   PERFORM                  1  PROJECT PERFORM SCHL    40491.0000       44.4468       14.6755       215.3705    (   911)
   PERFORM                  2  NON-PROJ.PERFORM SCH   219214.0000       46.4732       16.0415       257.3282    (  4717)

TGRADE                      8                         176793.0000       40.5303       16.9789       288.2826    (  4362)
   PERFORM                  1  PROJECT PERFORM SCHL    28207.0000       39.2309       14.8761       221.2976    (   719)
   PERFORM                  2  NON-PROJ.PERFORM SCH   148586.0000       40.7867       17.3542       301.1684    (  3643)

TGRADE                      9                         159818.0000       40.8951       16.9731       288.0878    (  3908)
   PERFORM                  1  PROJECT PERFORM SCHL    23762.0000       39.2112       15.5964       243.2479    (   606)
   PERFORM                  2  NON-PROJ.PERFORM SCH   136056.0000       41.2041       17.1982       295.7772    (  3302)

  TOTAL CASES =    73501
MISSING CASES =    25701 OR   35.0 PCT.
```

EST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84         PAGE  135
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE P2NCE

- - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                 SUM           MEAN       STD DEV     SUM OF SQ            N

TGRADE                         1  PROJECT PERFORM SCHL  319622.0000        53.4396       16.8821  1704325.4004   (    5981)
TGRADE                         2                        319622.0000        53.4396       16.8821  1704325.4004   (    5981)
TGRADE                         3                        258474.0000        49.9177       17.0743  1509256.9525   (    5178)
TGRADE                         4                        252399.0000        48.6599       16.7491  1454840.0972   (    5187)
TGRADE                         5                        251716.0000        42.9916       17.0761  1706990.5899   (    5855)
TGRADE                         6                        253496.0000        44.3175       18.1682  1887745.4517   (    5720)
TGRADE                         7                        259705.0000        46.1452       15.8447  1412682.3985   (    5628)
TGRADE                         8                        176793.0000        40.5303       16.9789  1257200.5055   (    4362)
TGRADE                         9                        159818.0000        40.89[illegible]       16.9731  1125558.9857   (    3908)
                                                      ------------------------------------------------------------------
                            WITHIN GROUPS TOTAL        2251645.0000        47.1055       16.9700 13762925.7819   (   47800)


                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                 *
                *                    A N A L Y S I S   O F   V A R I A N C E                      *
                *                                                                                 *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                 *
                *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.  *
                *                                                                                 *
                *  BETWEEN GROUPS              1021458.749      8    127682.344     443.370  0.0    *
                *                                                                                 *
                *     LINEARITY                 867254.969      1    867254.969    3011.495  0.0000 *
                *     DEV. FROM LINEARITY       154203.780      7     22029.111      76.495  0.0    *
                *                                                                                 *
                *                        R    =-0.2422   R SQUARED    = 0.0587                    *
                *                                                                                 *
                *  WITHIN GROUPS              13762925.782  47791       287.982                   *
                *                                                                                 *
                *                        ETA = 0.2629   ETA SQUARED = 0.0691                      *
                *                                                                                 *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84          PAGE  136
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR  (CREATION DATE = 07/17/84)    1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    T2NCE        POST  T--CTBS COMPREHENSION NCE %TILE SCR
    BROKEN DOWN BY    TGRADE
                BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                    SUM          MEAN        STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                     2189808.0000       47.9013        17.0652       291.2216    ( 45715)

TGRADE                           1                         334073.0000       56.0902        16.7989       282.2036    (  5956)
   PERFORM                       1  PROJECT PERFORM SCHL    46627.0000       53.2272        16.8240       283.0466    (   876)
   PERFORM                       2  NON-PROJ.PERFORM SCH   287446.0000       56.5839        16.7468       280.4564    (  5080)

TGRADE                           2                         269290.0000       51.5486        16.6076       275.8138    (  5224)
   PERFORM                       1  PROJECT PERFORM SCHL    36408.0000       49.0674        15.5680       242.3625    (   742)
   PERFORM                       2  NON-PROJ.PERFORM SCH   232882.0000       51.9594        16.7397       280.2188    (  4482)

TGRADE                           3                         251071.0000       50.1741        17.0351       290.1958    (  5004)
   PERFORM                       1  PROJECT PERFORM SCHL    32799.0000       48.2338        18.3511       336.7626    (   680)
   PERFORM                       2  NON-PROJ.PERFORM SCH   218272.0000       50.4792        16.8007       282.2635    (  4324)

TGRADE                           4                         241365.0000       45.5750        17.4448       304.3203    (  5296)
   PERFORM                       1  PROJECT PERFORM SCHL    52636.0000       44.6825        16.5019       272.3137    (  1178)
   PERFORM                       2  NON-PROJ.PERFORM SCH   188729.0000       45.8303        17.6989       313.2515    (  4118)

TGRADE                           5                         262219.0000       46.3284        17.8250       317.7297    (  5660)
   PERFORM                       1  PROJECT PERFORM SCHL    59633.0000       45.9422        17.2161       296.3953    (  1298)
   PERFORM                       2  NON-PROJ.PERFORM SCH   202586.0000       46.4434        18.0025       324.0900    (  4362)

TGRADE                           6                         260421.0000       47.6700        15.2183       231.5961    (  5463)
   PERFORM                       1  PROJECT PERFORM SCHL    52721.0000       46.6145        13.8048       190.5716    (  1131)
   PERFORM                       2  NON-PROJ.PERFORM SCH   207700.0000       47.9455        15.5559       241.9864    (  4332)

TGRADE                           7                         228230.0000       43.0298        15.3918       236.9069    (  5304)
   PERFORM                       1  PROJECT PERFORM SCHL    39849.0000       44.1296        14.5941       212.9887    (   903)
   PERFORM                       2  NON-PROJ.PERFORM SCH   188381.0000       42.8041        15.5424       241.5648    (  4401)

TGRADE                           8                         174355.0000       43.3073        16.0516       257.6534    (  4026)
   PERFORM                       1  PROJECT PERFORM SCHL    26095.0000       42.1567        14.0679       197.9058    (   619)
   PERFORM                       2  NON-PROJ.PERFORM SCH   148260.0000       43.5163        16.3794       268.2856    (  3407)

TGRADE                           9                         168784.0000       44.6282        16.1252       260.0226    (  3782)
   PERFORM                       1  PROJECT PERFORM SCHL    25667.0000       46.6673        16.1713       261.5120    (   550)
   PERFORM                       2  NON-PROJ.PERFORM SCH   143117.0000       44.2813        16.0942       259.0218    (  3232)

  TOTAL CASES =    73501
MISSING CASES =    27786 OR   37.8 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  137
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE T2NCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                   SUM         MEAN       STD DEV    SUM OF SQ        N

TGRADE                         1  PROJECT PERFORM SCHL  334073.0000      56.0902       16.7989  1680522.5834  (   5956)
TGRADE                         2                        269290.0000      51.5486       16.6076  1440575.6501  (   5224)
TGRADE                         3                        251071.0000      50.1741       17.0351  1451849.3931  (   5004)
TGRADE                         4                        241365.0000      45.5750       17.4448  1611376.2400  (   5296)
TGRADE                         5                        262219.0000      46.3284       17.8250  1798032.4203  (   5660)
TGRADE                         6                        260421.0000      47.6700       15.2183  1264977.9407  (   5463)
TGRADE                         7                        228230.0000      43.0298       15.3918  1256317.2934  (   5304)
TGRADE                         8                        174355.0000      43.3073       16.0516  1037054.9282  (   4026)
TGRADE                         9                        168784.0000      44.6282       16.1252   983145.3041  (   3782)
                                                        ------------------------------------------------------------
                         WITHIN GROUPS TOTAL           2189808.0000      47.9013       16.5532 12523851.7533  (  45715)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                    A N A L Y S I S   O F   V A R I A N C E                      *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.  *
           *                                                                                 *
           *  BETWEEN GROUPS             789050.919      8     98631.365    359.957  0.0     *
           *                                                                                 *
           *     LINEARITY               614002.498      1    614002.498   2240.812  0.0     *
           *     DEV. FROM LINEARITY     175048.421      7     25006.917     91.263  0.0     *
           *                                                                                 *
           *                       R   =-0.2148   R SQUARED   = 0.0461                       *
           *                                                                                 *
           *  WITHIN GROUPS            12523851.753  45706       274.009                      *
           *                                                                                 *
           *                       ETA = 0.2435   ETA SQUARED = 0.0593                       *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                               07/17/84        PAGE  138
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - -
CRITERION VARIABLE    D2NCE        GAIN OR LOSS--CTBS COMPREHENSION NCE
    BROKEN DOWN BY    TGRADE
                BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE  VALUE LABEL                  SUM          MEAN         STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                         5468.0000       0.1636       15.3369      235.2204    (  33420)

TGRADE                           1                           13339.0000      18.9744       18.7495      351.5435    (    703)
  PERFORM                        1   PROJECT PERFORM SCHL     1803.0000      16.2432       18.6061      346.1857    (    111)
  PERFORM                        2   NON-PROJ.PERFORM SCH    11536.0000      19.4865       18.7476      351.4719    (    592)

TGRADE                           2                          -22901.0000      -5.4591       15.7717      248.7458    (   4195)
  PERFORM                        1   PROJECT PERFORM SCHL    -3745.0000      -6.1193       14.3665      206.3966    (    612)
  PERFORM                        2   NON-PROJ.PERFORM SCH   -19156.0000      -5.3464       15.9985      255.9518    (   3583)

TGRADE                           3                           -3372.0000      -0.7925       15.6733      245.6534    (   4255)
  PERFORM                        1   PROJECT PERFORM SCHL       50.0000       0.0853       15.4119      237.5278    (    586)
  PERFORM                        2   NON-PROJ.PERFORM SCH    -3422.0000      -0.9327       15.7122      246.8736    (   3669)

TGRADE                           4                          -13647.0000      -3.0599       15.3167      234.6017    (   4460)
  PERFORM                        1   PROJECT PERFORM SCHL    -2370.0000      -2.4509       15.0299      225.8979    (    967)
  PERFORM                        2   NON-PROJ.PERFORM SCH   -11277.0000      -3.2285       15.3930      236.9455    (   3493)

TGRADE                           5                           13923.0000       2.8408       15.8168      250.1714    (   4901)
  PERFORM                        1   PROJECT PERFORM SCHL     2934.0000       2.6385       15.6847      246.0096    (   1112)
  PERFORM                        2   NON-PROJ.PERFORM SCH    10989.0000       2.9002       15.8569      251.4425    (   3789)

TGRADE                           6                           13812.0000       2.8467       13.8242      191.1090    (   4852)
  PERFORM                        1   PROJECT PERFORM SCHL     3499.0000       3.5631       13.0282      169.7345    (    982)
  PERFORM                        2   NON-PROJ.PERFORM SCH    10313.0000       2.6649       14.0148      196.4147    (   3870)

TGRADE                           7                          -13311.0000      -3.0460       12.4144      154.1180    (   4370)
  PERFORM                        1   PROJECT PERFORM SCHL     -152.0000      -0.2032       12.0910      146.1916    (    748)
  PERFORM                        2   NON-PROJ.PERFORM SCH   -13159.0000      -3.6331       12.4009      153.7817    (   3622)

TGRADE                           8                            8885.0000       2.9460       12.8154      164.2356    (   3016)
  PERFORM                        1   PROJECT PERFORM SCHL     1649.0000       3.5085       10.9322      119.5127    (    470)
  PERFORM                        2   NON-PROJ.PERFORM SCH     7236.0000       2.8421       13.1329      172.4725    (   2546)

TGRADE                           9                            8740.0000       3.2759       14.5216      210.8778    (   2668)
  PERFORM                        1   PROJECT PERFORM SCHL     3031.0000       7.4840       15.4483      238.6514    (    405)
  PERFORM                        2   NON-PROJ.PERFORM SCH     5709.0000       2.5228       14.2223      202.2726    (   2263)

  TOTAL CASES =    73501
MISSING CASES =    40081 OR   54.5 PCT.
```

BEST COPY AVAILAB

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84         PAGE  139
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE D2NCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                 SUM          MEAN       STD DEV     SUM OF SQ          N

TGRADE                       1  PROJECT PERFORM SCHL  13339.0000       18.9744       18.7495    246783.5391   (    703)
TGRADE                       2                       -22901.0000       -5.4591       15.7717   1043239.7387   (   4195)
TGRADE                       3                        -3372.0000       -0.7925       15.6733   1045009.7593   (   4255)
TGRADE                       4                       -13647.0000       -3.0599       15.3167   1046089.0159   (   4460)
TGRADE                       5                        13923.0000        2.8408       15.8168   1225839.8621   (   4901)
TGRADE                       6                        13812.0000        2.8467       13.8242    927069.9159   (   4852)
TGRADE                       7                       -13311.0000       -3.0460       12.4144    673341.7549   (   4370)
TGRADE                       8                         8885.0000        2.9460       12.8154    495170.1906   (   3016)
TGRADE                       9                         8740.0000        3.2759       14.5216    562410.9655   (   2668)
                                                     -------------------------------------------------------------------
                         WITHIN GROUPS TOTAL           5468.0000        0.1636       14.7459   7264954.7422   (  33420)


                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                     *
                *                 A N A L Y S I S   O F   V A R I A N C E                            *
                *                                                                                     *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                     *
                *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F       SIG.   *
                *                                                                                     *
                *  BETWEEN GROUPS              595876.613      8     74484.577   342.549  0.0        *
                *                                                                                     *
                *     LINEARITY                 43302.701      1     43302.701   199.146  0.0000     *
                *     DEV. FROM LINEARITY      552573.912      7     78939.130   363.035  0.0        *
                *                                                                                     *
                *                     R    = 0.0742   R SQUARED    = 0.0055                           *
                *                                                                                     *
                *  WITHIN GROUPS              7264954.742  33411       217.442                        *
                *                                                                                     *
                *                     ETA = 0.2753   ETA SQUARED = 0.0758                             *
                *                                                                                     *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                             07/17/84        PAGE  140
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE    PINCE       PRE   T  CTBS VOCABULRY NCE
    BROKEN DOWN BY    TGRADE
                BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                    SUM            MEAN         STD DEV       VARIANCE          N

FOR ENTIRE POPULATION                                       1684325.0000         46.9931         17.4535       304.6256    (  35842)

TGRADE                          3                            267740.0000         51.7072         16.1970       262.3442    (   5178)
   PERFORM                      1   PROJECT PERFORM SCHL      34340.0000         50.4258         16.2526       264.1478    (    681)
   PERFORM                      2   NON-PROJ,PERFORM SCH     233400.0000         51.9013         16.1816       261.8435    (   4497)

TGRADE                          4                            258975.0000         49.9277         18.2956       334.7308    (   5187)
   PERFORM                      1   PROJECT PERFORM SCHL      52467.0000         47.5245         16.9529       287.4010    (   1104)
   PERFORM                      2   NON-PROJ,PERFORM SCH     206508.0000         50.5775         18.5908       345.6174    (   4083)

TGRADE                          5                            280614.0000         47.9109         18.2864       334.3916    (   5857)
   PERFORM                      1   PROJECT PERFORM SCHL      67228.0000         47.1067         17.4899       305.8954    (   1321)
   PERFORM                      2   NON-PROJ,PERFORM SCH     218386.0000         48.1451         18.5072       342.5165    (   4536)

TGRADE                          6                            254020.0000         44.4091         18.0006       324.0225    (   5720)
   PERFORM                      1   PROJECT PERFORM SCHL      49476.0000         42.1790         16.3701       267.9816    (   1173)
   PERFORM                      2   NON-PROJ,PERFORM SCH     204544.0000         44.9844         18.3556       336.9274    (   4547)

TGRADE                          7                            262177.0000         46.5844         15.9492       254.3755    (   5628)
   PERFORM                      1   PROJECT PERFORM SCHL      40466.0000         44.4193         14.4976       210.1800    (    911)
   PERFORM                      2   NON-PROJ,PERFORM SCH     221711.0000         47.0025         16.1826       261.8770    (   4717)

TGRADE                          8                            191809.0000         43.9526         16.4632       271.0381    (   4364)
   PERFORM                      1   PROJECT PERFORM SCHL      30266.0000         42.0361         14.3443       205.7595    (    720)
   PERFORM                      2   NON-PROJ,PERFORM SCH     161543.0000         44.3312         16.8264       283.1269    (   3644)

TGRADE                          9                            168990.0000         43.2421         16.7769       281.4653    (   3908)
   PERFORM                      1   PROJECT PERFORM SCHL      25340.0000         41.8152         15.8172       250.1840    (    606)
   PERFORM                      2   NON-PROJ,PERFORM SCH     143650.0000         43.5039         16.9364       286.8414    (   3302)

  TOTAL CASES =    73501
MISSING CASES =    37659 OR   51.2 PCT.
```

BEST COPY AVAIL

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                      07/17/84        PAGE  141
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE PINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE  VALUE LABEL                 SUM          MEAN       STD DEV      SUM OF SQ          N

TGRADE                          3                      267740.0000       51.7072       16.1970  1359156.1499   (   5178)
TGRADE                          4                      258975.0000       49.9277       18.2956  1735913.8890   (   5187)
TGRADE                          5                      280614.0000       47.9109       18.2864  1958197.4772   (   5857)
TGRADE                          6                      254020.0000       44.4091       18.0006  1853084.7273   (   5720)
TGRADE                          7                      262177.0000       46.5844       15.9492  1431370.9103   (   5628)
TGRADE                          8                      191809.0000       43.9526       16.4632  1182539.1813   (   4364)
TGRADE                          9                      168990.0000       43.2421       16.7769  1099685.0041   (   3908)
                                                       -----------------------------------------------------------------
                          WITHIN GROUPS TOTAL         1684325.0000       46.9931       17.2142 10618947.3389   (  35842)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                                 *
            *                      A N A L Y S I S   O F   V A R I A N C E                                    *
            *                                                                                                 *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                                 *
            *  SOURCE                        SUM OF SQUARES   D.F.   MEAN SQUARE          F       SIG.        *
            *                                                                                                 *
            *  BETWEEN GROUPS                    299137.931      6     49856.322    168.247   0.0             *
            *                                                                                                 *
            *     LINEARITY                      253324.179      1    253324.179    854.875   0.0000          *
            *     DEV. FROM LINEARITY             45813.752      5      9162.750     30.921   0.0000          *
            *                                                                                                 *
            *                         R   =-0.1523   R SQUARED    = 0.0232                                    *
            *                                                                                                 *
            *  WITHIN GROUPS                  10618947.339  35835       296.329                               *
            *                                                                                                 *
            *                         ETA = 0.1655   ETA SQUARED = 0.0274                                     *
            *                                                                                                 *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                        07/17/84        PAGF  142
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - - -
CRITERION VARIABLE   TINCE      POST  T  CTBS VOCABULRY NCE
   BROKEN DOWN BY    TGRADE
               BY    PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                     SUM          MEAN       STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                   1976544.0000       49.7181       17.7510      315.0985   (  39755)

TGRADE                      2                            279378.0000       53.4797       15.5108      240.5851   (   5224)
   PERFORM                  1  PROJECT PERFORM SCHL       37484.0000       50.5175       15.8363      250.7898   (    742)
   PERFORM                  2  NON-PROJ.PERFORM SCH      241894.0000       53.9701       15.4032      237.2578   (   4482)

TGRADE                      3                            273690.0000       54.6833       18.7770      352.5750   (   5005)
   PERFORM                  1  PROJECT PERFORM SCHL       35275.0000       51.7988       18.6007      345.9845   (    681)
   PERFORM                  2  NON-PROJ.PERFORM SCH      238415.0000       55.1376       18.7664      352.1761   (   4324)

TGRADE                      4                            276463.0000       52.2121       19.0691      363.6314   (   5295)
   PERFORM                  1  PROJECT PERFORM SCHL       60635.0000       51.4728       18.0877      327.1654   (   1178)
   PERFORM                  2  NON-PROJ.PERFORM SCH      215828.0000       52.4236       19.3377      373.9464   (   4117)

TGRADE                      5                            269160.0000       47.5632       18.8418      355.0131   (   5659)
   PERFORM                  1  PROJECT PERFORM SCHL       61837.0000       47.6402       18.7425      351.2806   (   1298)
   PERFORM                  2  NON-PROJ.PERFORM SCH      207323.0000       47.5402       18.8733      356.2026   (   4361)

TGRADE                      6                            264833.0000       48.4953       16.0754      258.4182   (   5461)
   PERFORM                  1  PROJECT PERFORM SCHL       52880.0000       46.7965       15.2037      231.1525   (   1130)
   PERFORM                  2  NON-PROJ.PERFORM SCH      211953.0000       48.9386       16.2677      264.6373   (   4331)

TGRADE                      7                            246747.0000       46.5297       16.4894      271.8991   (   5303)
   PERFORM                  1  PROJECT PERFORM SCHL       42444.0000       47.0033       16.3190      266.3093   (    903)
   PERFORM                  2  NON-PROJ.PERFORM SCH      204303.0000       46.4325       16.5243      273.0516   (   4400)

TGRADE                      8                            185586.0000       46.0969       16.5833      275.0058   (   4026)
   PERFORM                  1  PROJECT PERFORM SCHL       26400.0000       42.6494       14.4013      207.3963   (    619)
   PERFORM                  2  NON-PROJ.PERFORM SCH      159186.0000       46.7232       16.8761      284.8015   (   3407)

TGRADE                      9                            180687.0000       47.7755       18.0122      324.4386   (   3782)
   PERFORM                  1  PROJECT PERFORM SCHL       26545.0000       48.2636       18.4275      339.5715   (    550)
   PERFORM                  2  NON-PROJ.PERFORM SCH      154142.0000       47.6925       17.9421      321.9202   (   3232)

  TOTAL CASES =    73501
MISSING CASES =    33746 OR  45.9 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84        PAGE  143
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE TINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                CODE  VALUE LABEL                 SUM           MEAN       STD DEV    SUM OF SQ            N

TGRADE                   2                         279378.0000       53.4797       15.5108  1256575.8492   (    5224)
TGRADE                   3                         273690.0000       54.6833       18.7770  1764285.0569   (    5005)
TGRADE                   4                         276463.0000       52.2121       19.0691  1925064.8264   (    5295)
TGRADE                   5                         269160.0000       47.5632       18.8418  2008664.1654   (    5659)
TGRADE                   6                         264833.0000       48.4953       16.0754  1410963.1309   (    5461)
TGRADE                   7                         246747.0000       46.5297       16.4894  1441609.0722   (    5303)
TGRADE                   8                         185586.0000       46.0969       16.5833  1106898.2206   (    4026)
TGRADE                   9                         180687.0000       47.7755       18.0122  1226702.4127   (    3782)
                                                   ------------------------------------------------------------------
                        WITHIN GROUPS TOTAL       1976544.0000       49.7181       17.4772 12140762.7344   (   39755)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                         *
          *                        A N A L Y S I S   O F   V A R I A N C E                          *
          *                                                                                         *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                         *
          *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG.    *
          *                                                                                         *
          *  BETWEEN GROUPS                 385662.558      7     55094.651     180.371  0.0        *
          *                                                                                         *
          *     LINEARITY                   288881.487      1    288881.487     945.754  0.0000     *
          *     DEV. FROM LINEARITY          96781.071      6     16130.178      52.808  0.0        *
          *                                                                                         *
          *                             R   =-0.1519   R SQUARED   = 0.0231                         *
          *                                                                                         *
          *  WITHIN GROUPS                12140762.734  39747       305.451                         *
          *                                                                                         *
          *                             ETA = 0.1755   ETA SQUARED = 0.0308                         *
          *                                                                                         *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84        PAGE  144
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE   DINCE      GAIN OR LOSS--CTBS VOCABULARY NCE
    BROKEN DOWN BY   TGRADE
                BY   PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                   CODE  VALUE LABEL                    SUM          MEAN        STD DEV      VARIANCE       N

FOR ENTIRE POPULATION                              .     50721.0000        1.7785        15.0614      226.8455   ( 28519)

TGRADE                        3                            8078.0000        1.8998        16.7127      279.3148   (  4252)
   PERFORM                    1  PROJECT PERFORM SCHL       336.0000        0.5724        16.3331      266.7708   (   587)
   PERFORM                    2  NON-PROJ.PERFORM SCH      7742.0000        2.1124        16.7651      281.0698   (  3665)

TGRADE                        4                           11381.0000        2.5518        18.3900      338.1909   (  4460)
   PERFORM                    1  PROJECT PERFORM SCHL      4002.0000        4.1386        17.3819      302.1319   (   967)
   PERFORM                    2  NON-PROJ.PERFORM SCH      7379.0000        2.1125        18.6379      347.3725   (  3493)

TGRADE                        5                           -5507.0000       -1.1236        16.2858      265.2284   (  4901)
   PERFORM                    1  PROJECT PERFORM SCHL      -435.0000       -0.3912        15.7233      247.2213   (  1112)
   PERFORM                    2  NON-PROJ.PERFORM SCH     -5072.0000       -1.3386        16.4431      270.3761   (  3789)

TGRADE                        6                           17799.0000        3.6699        13.2700      176.0933   (  4850)
   PERFORM                    1  PROJECT PERFORM SCHL      3828.0000        3.9021        12.0792      145.9067   (   981)
   PERFORM                    2  NON-PROJ.PERFORM SCH     13971.0000        3.6110        13.5562      183.7698   (  3869)

TGRADE                        7                             970.0000        0.2220        11.8243      139.8129   (  4370)
   PERFORM                    1  PROJECT PERFORM SCHL      2405.0000        3.2152        12.4807      155.7675   (   748)
   PERFORM                    2  NON-PROJ.PERFORM SCH     -1435.0000       -0.3962        11.5900      134.3271   (  3622)

TGRADE                        8                            6739.0000        2.2337        10.8603      117.9464   (  3017)
   PERFORM                    1  PROJECT PERFORM SCHL       620.0000        1.3163         9.1057       82.9146   (   471)
   PERFORM                    2  NON-PROJ.PERFORM SCH      6119.0000        2.4034        11.1480      124.2777   (  2546)

TGRADE                        9                           11261.0000        4.2192        14.5560      211.8759   (  2669)
   PERFORM                    1  PROJECT PERFORM SCHL      2520.0000        6.2222        16.8275      283.1634   (   405)
   PERFORM                    2  NON-PROJ.PERFORM SCH      8741.0000        3.8609        14.0853      198.3965   (  2264)

  TOTAL CASES =    73501
MISSING CASES =    44982 OR   61.2 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   07/17/84        PAGE  145
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE DINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE  VALUE LABEL                    SUM           MEAN          STD DEV     SUM OF SQ           N

TGRADE                           3                             8078.0000        1.8998         16.7127  1187367.3198     (   4252)
TGRADE                           4                            11381.0000        2.5518         18.3900  1507993.0357     (   4460)
TGRADE                           5                            -5507.0000       -1.1236         16.2858  1299619.0692     (   4901)
TGRADE                           6                            17799.0000        3.6699         13.2700   853876.5049     (   4850)
TGRADE                           7                              970.0000        0.2220         11.8243   610842.6911     (   4370)
TGRADE                           8                             6739.0000        2.2337         10.8603   355726.2585     (   3017)
TGRADE                           9                            11261.0000        4.2192         14.5560   565284.7778     (   2669)
                                                              ------------------------------------------------------------------
                             WITHIN GROUPS TOTAL              50721.0000        1.7785         14.9596  6380709.6570     (  28519)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                     *
              *                      A N A L Y S I S   O F   V A R I A N C E                        *
              *                                                                                     *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                     *
              *  SOURCE               SUM OF SQUARES   D.F.   MEAN SQUARE           F       SIG.     *
              *                                                                                     *
              *  BETWEEN GROUPS            88470.118      6      14745.020        65.888  0.0        *
              *                                                                                     *
              *     LINEARITY               4561.793      1       4561.793        20.384  0.0000     *
              *     DEV. FROM LINEARITY    83908.325      5      16781.665        74.988  0.0000     *
              *                                                                                     *
              *                      R   = 0.0266   R SQUARED    = 0.0007                           *
              *                                                                                     *
              *  WITHIN GROUPS           6380709.657  28512        223.790                           *
              *                                                                                     *
              *                      ETA = 0.1169   ETA SQUARED = 0.0137                            *
              *                                                                                     *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILAB

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                07/17/84        PAGE  146
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U P P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE   AGE93083
    BROKEN DOWN BY   TGRADE
                BY   PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                  SUM           MEAN        STD DEV       VARIANCE        N

FOR ENTIRE POPULATION                                674883.3324        11.4014        2.6577         7.0634    (  59193)

TGRADE                     1                          89143.0878         8.1231        0.7173         0.5145    (  10974)
   PERFORM                 1   PROJECT PERFORM SCHL   13031.4729         8.1294        0.7162         0.5129    (   1603)
   PERFORM                 2   NON-PROJ.PERFORM SCH   76111.6149         8.1220        0.7175         0.5148    (   9371)

TGRADE                     2                          58328.8799         8.6825        0.6043         0.3652    (   6718)
   PERFORM                 1   PROJECT PERFORM SCHL    8383.6788         8.7058        0.5698         0.3247    (    963)
   PERFORM                 2   NON-PROJ.PERFORM SCH   49945.2011         8.6786        0.6099         0.3719    (   5755)

TGRADE                     3                          56497.7963         9.7477        0.5732         0.3286    (   5796)
   PERFORM                 1   PROJECT PERFORM SCHL    7539.6340         9.7286        0.5204         0.2708    (    775)
   PERFORM                 2   NON-PROJ.PERFORM SCH   48958.1623         9.7507        0.5810         0.3375    (   5021)

TGRADE                     4                          64520.7448        10.7985        0.5852         0.3425    (   5975)
   PERFORM                 1   PROJECT PERFORM SCHL   14219.0119        10.8129        0.5798         0.3362    (   1315)
   PERFORM                 2   NON-PROJ.PERFORM SCH   50301.7329        10.7944        0.5867         0.3442    (   4660)

TGRADE                     5                          77767.3891        11.8331        0.6013         0.3616    (   6572)
   PERFORM                 1   PROJECT PERFORM SCHL   17859.5474        11.8511        0.5960         0.3552    (   1507)
   PERFORM                 2   NON-PROJ.PERFORM SCH   59907.8418        11.8278        0.6029         0.3635    (   5065)

TGRADE                     6                          80594.4214        12.8009        0.5863         0.3437    (   6296)
   PERFORM                 1   PROJECT PERFORM SCHL   16966.8474        12.8342        0.5605         0.3142    (   1322)
   PERFORM                 2   NON-PROJ.PERFORM SCH   63627.5740        12.7920        0.5927         0.3513    (   4974)

TGRADE                     7                          89898.4864        13.7860        0.5759         0.3317    (   6521)
   PERFORM                 1   PROJECT PERFORM SCHL   14718.9075        13.8076        0.6043         0.3651    (   1066)
   PERFORM                 2   NON-PROJ.PERFORM SCH   75179.5789        13.7818        0.5702         0.3251    (   5455)

TGRADE                     8                          78994.4298        14.7957        0.5883         0.3461    (   5339)
   PERFORM                 1   PROJECT PERFORM SCHL   12884.4338        14.8438        0.5927         0.3513    (    868)
   PERFORM                 2   NON-PROJ.PERFORM SCH   66109.9960        14.7864        0.5870         0.3446    (   4471)

TGRADE                     9                          79138.0968        15.8213        0.6338         0.4017    (   5002)
   PERFORM                 1   PROJECT PERFORM SCHL   11842.8316        15.7694        0.5272         0.2780    (    751)
   PERFORM                 2   NON-PROJ.PERFORM SCH   67295.2652        15.8305        0.6504         0.4230    (   4251)

  TOTAL CASES =     73501
MISSING CASES =     14308 OR   19.5 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   07/17/84        PAGE  147
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE AGE93083

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE  VALUE LABEL                  SUM           MEAN        STD DEV     SUM OF SQ          N

TGRADE                          1  PROJECT PERFORM SCHL   89143.0878        8.1231         0.7173     5645.1690    (  10974)
TGRADE                          2                         58328.8799        8.6825         0.6043     2453.0644    (   6718)
TGRADE                          3                         56497.7963        9.7477         0.5732     1904.2498    (   5796)
TGRADE                          4                         64520.7448       10.7985         0.5852     2045.8275    (   5975)
TGRADE                          5                         77767.3891       11.8331         0.6013     2376.1462    (   6572)
TGRADE                          6                         80594.4214       12.8009         0.5863     2163.7980    (   6296)
TGRADE                          7                         89898.4864       13.7860         0.5759     2162.7869    (   6521)
TGRADE                          8                         78994.4298       14.7957         0.5883     1847.2588    (   5339)
TGRADE                          9                         79138.0968       15.8213         0.6338     2008.7939    (   5002)
                                                         --------------------------------------------------------------------
                          WITHIN GROUPS TOTAL            674883.3324       11.4014         0.6180    22607.0946    (  59193)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                   *
              *                     A N A L Y S I S   O F   V A R I A N C E                       *
              *                                                                                   *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                   *
              *  SOURCE                      SUM OF SQUARES  D.F.  MEAN SQUARE         F    SIG.  *
              *                                                                                   *
              *  BETWEEN GROUPS                  395490.638     8    49436.330  129421.250  0.0   *
              *                                                                                   *
              *     LINEARITY                    394578.753     1   394578.753  **********  0.0   *
              *     DEV. FROM LINEARITY             911.885     7      130.269     341.037  0.0   *
              *                                                                                   *
              *                          R   = 0.9715   R SQUARED   = 0.9437                      *
              *                                                                                   *
              *  WITHIN GROUPS                    22607.095 59184        0.382                    *
              *                                                                                   *
              *                          ETA = 0.9726   ETA SQUARED = 0.9459                      *
              *                                                                                   *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                       07/17/84        PAGE  148
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE   P2NCE       PRE   T--CTBS COMPREHSN NCE
    BROKEN DOWN BY   PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                    SUM          MEAN       STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                             2661945.0000       46.1278       17.7229      314.1010   (  57708)

PERFORM                      1  PROJECT PERFORM SCHL  369817.0000       45.0667       16.6331      276.6606   (   8206)
PERFORM                      2  NON-PROJ.PERFORM SCH 2292128.0000       46.3037       17.8912      320.0957   (  49502)

  TOTAL CASES =    73501
MISSING CASES =    15793 OR  21.5 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                 07/17/84          PAGE  149
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE P2NCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                    SUM            MEAN         STD DEV     SUM OF SQ          N

PERFORM                          1  PROJECT PERFORM SCHL  369817.0000         45.0667         16.6331  2270000.5378   (   8206)
PERFORM                          2  NON-PROJ.PERFORM SCH 2292128.0000         46.3037         17.8912 15845054.8856   (  49502)
                                                          ----------------------------------------------------------------------
                            WITHIN GROUPS TOTAL         2661945.0000          46.1278         17.7178 18115055.4234   (  57708)


             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                     *
             *                     A N A L Y S I S   O F   V A R I A N C E                         *
             *                                                                                     *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                     *
             *  SOURCE                      SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.   *
             *                                                                                     *
             *  BETWEEN GROUPS                   10772.551     1     10772.551     34.316  0.0000   *
             *                                                                                     *
             *           WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                  *
             *                                                                                     *
             *  WITHIN GROUPS                 18115055.423 57706       313.920                        *
             *                                                                                     *
             *                       ETA = 0.0244   ETA SQUARED = 0.0006                            *
             *                                                                                     *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  150
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE/1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE   T2NCE       POST  T--CTBS COMPREHENSION NCE XTILE SCR
   BROKEN DOWN BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                  SUM            MEAN        STD DEV       VARIANCE         N

FOR ENTIRE POPULATION                                    2622515.0000        47.1709       17.3715       301.7688    ( 55596)

PERFORM                        1  PROJECT PERFORM SCHL   372435.0000        46.6886       16.2323       263.4860    (  7977)
PERFORM                        2  NON-PROJ.PERFORM SCH  2250080.0000        47.2517       17.5540       308.1420    ( 47619)

  TOTAL CASES =    73501
MISSING CASES =    17905 OR  24.4 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  151
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE T2NCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE  VALUE LABEL                      SUM           MEAN       STD DEV     SUM OF SQ          N

PERFORM                            1  PROJECT PERFORM SCHL  372435.0000        46.6886       16.2323  2101564.4942    (   7977)
PERFORM                            2  NON-PROJ.PERFORM SCH 2250080.0000        47.2517       17.5540 14673105.5454    (  47619)
                                                            ------------------------------------------------------------------
                              WITHIN GROUPS TOTAL          2622515.0000        47.1709       17.3705 16774670.0396    (  55596)


             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                     *
             *                         A N A L Y S I S   O F   V A R I A N C E                     *
             *                                                                                     *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
             *                                                                                     *
             *  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE         F       SIG.  *
             *                                                                                     *
             *  BETWEEN GROUPS                  2166.617      1      2166.617     7.181   0.0074  *
             *                                                                                     *
             *          WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                  *
             *                                                                                     *
             *  WITHIN GROUPS               16774670.040  55594       301.735                      *
             *                                                                                     *
             *                          ETA = 0.0114   ETA SQUARED = 0.0001                        *
             *                                                                                     *
             * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                         07/17/84        PAGE  152
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APP

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE   D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE
    BROKEN DOWN BY   PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                 SUM         MEAN      STD DEV     VARIANCE        N

FOR ENTIRE POPULATION                                  19769.0000      0.4963     15.3015     234.1349   (  39836)

PERFORM                      1  PROJECT PERFORM SCHL    6699.0000      1.1178     14.8541     220.6433   (   5993)
PERFORM                      2  NON-PROJ.PERFORM SCH   13070.0000      0.3862     15.3769     236.4501   (  33843)

  TOTAL CASES =    73501
MISSING CASES =    33665 OR  45.8 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  153
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE D2NCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                  SUM           MEAN       STD DEV    SUM OF SQ          N

PERFORM                          1  PROJECT PERFORM SCHL    6699.0000        1.1178       14.8541  1322094.8303   (   5993)
PERFORM                          2  NON-PROJ.PERFORM SCH   13070.0000        0.3862       15.3769  8001944.4303   (  33843)
                                                           ----------------------------------------------------------------
                            WITHIN GROUPS TOTAL            19769.0000        0.4963       15.2994  9324039.2606   (  39836)

          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                      A N A L Y S I S   O F   V A R I A N C E                      *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.   *
          *                                                                                   *
          *  BETWEEN GROUPS                 2725.182      1      2725.182    11.642  0.0007    *
          *                                                                                   *
          *           WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                *
          *                                                                                   *
          *  WITHIN GROUPS               9324039.261  39834       234.072                     *
          *                                                                                   *
          *                      ETA = 0.0171   ETA SQUARED = 0.0003                          *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                            07/17/84        PAGE  154
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE   PINCE        PRE   T  CTBS VOCABULRY NCF
   BROKEN DOWN BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                  SUM          MEAN        STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                   2107538.0000       46.0674      17.5882      309.3448   (  45749)

PERFORM                        1   PROJECT PERFORM SCHL  295703.0000       45.2007      16.4417      270.3305   (   6542)
PERFORM                        2   NON-PROJ.PERFORM SCH 1811835.0000       46.2120      17.7684      315.7145   (  39207)

  TOTAL CASES =    73501
MISSING CASES =    27752 OR  37.8 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84       PAGE  155
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE PINCE

- - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                  SUM          MEAN        STD DEV     SUM OF SQ          N

PERFORM                        1  PROJECT PERFORM SCHL  295703.0000       45.2007       16.4417  1768231.4768     (  6542)
PERFORM                        2  NON-PROJ.PERFORM SCH 1811835.0000       46.2120       17.7684 12377902.4074     ( 39207)
                                                        ------------------------------------------------------------
                         WITHIN GROUPS TOTAL          2107538.0000       46.0674       17.5848 14146133.8841     ( 45749)

              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                   *
              *                      A N A L Y S I S   O F   V A R I A N C E                      *
              *                                                                                   *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                   *
              *   SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.  *
              *                                                                                   *
              *   BETWEEN GROUPS                  5734.219      1      5734.219   18.544  0.0000  *
              *                                                                                   *
              *               WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR            *
              *                                                                                   *
              *   WITHIN GROUPS               14146133.884  45747       309.225                   *
              *                                                                                   *
              *                       ETA = 0.0201   ETA SQUARED = 0.0004                         *
              *                                                                                   *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                         07/17/84        PAGE  156
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APP

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE   TINCE        POST  T  CTBS VOCABULRY NCE
    BROKEN DOWN BY   PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                    SUM          MEAN        STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                   2423965.0000       48.8328        18.3565      336.9624    (  49638)

PERFORM                        1  PROJECT PERFORM SCHL  343500.0000       48.3735        17.3033      299.4050    (   7101)
PERFORM                        2  NON-PROJ.PERFORM SCH 2080465.0000       48.9095        18.5256      343.1982    (  42537)

  TOTAL CASES =    73501
MISSING CASES =    23863 OR  32.5 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                 07/17/84        PAGE  157
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE TINCE

- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE  VALUE LABEL                 SUM              MEAN          STD DEV      SUM OF SQ           N

PERFORM                         1  PROJECT PERFORM SCHL  343500.0000           48.3735          17.3033  2125775.5615    (   7101)
PERFORM                         2  NON-PROJ.PERFORM SCH 2080465.0000           48.9095          18.5256 14598277.9006    (  42537)
                                                        ------------------------------------------------------------------------
                          WITHIN GROUPS TOTAL           2423965.0000           48.8328          18.3558 16724053.4621    (  49638)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *                     A N A L Y S I S   O F   V A R I A N C E                     *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.  *
          *                                                                                 *
          *  BETWEEN GROUPS                  1748.693       1      1748.693      5.190  0.0228  *
          *                                                                                 *
          *           WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR              *
          *                                                                                 *
          *  WITHIN GROUPS              16724053.462   49636       336.934                  *
          *                                                                                 *
          *                    ETA = 0.0102   ETA SQUARED = 0.0001                          *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE  158
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE   DINCE       GAIN OR LOSS--CTBS VOCABULARY NCE
    BROKEN DOWN BY   PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE  VALUE LABEL                    SUM          MEAN       STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                      67756.0000        1.9396       15.1588      229.7887   (  34933)

PERFORM                         1  PROJECT PERFORM SCHL    13276.0000        2.5187       14.8248      219.7757   (   5271)
PERFORM                         2  NON-PROJ.PERFORM SCH    5448[illegible].0000        1.8367       15.2153      231.5054   (  29662)

  TOTAL CASES =    73501
MISSING CASES =    38568 OR  52.5 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84          PAGE  159
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE DINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                  SUM            MEAN          STD DEV    SUM OF SQ           N

PERFORM                        1  PROJECT PERFORM SCHL   13276.0000          2.5187          14.8248  1158217.9093  (   5271)
PERFORM                        2  NON-PROJ.PERFORM SCH   54480.0000          1.8367          15.2153  6866680.9429  (  29662)
                                                         -----------------------------------------------------------------
                        WITHIN GROUPS TOTAL              67756.0000          1.9396          15.1570  8024898.8522  (  34933)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                     *
          *                      A N A L Y S I S   O F   V A R I A N C E                        *
          *                                                                                     *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                     *
          *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F       SIG.    *
          *                                                                                     *
          *  BETWEEN GROUPS                2081.701      1      2081.701    9.061   0.0026    *
          *                                                                                     *
          *          WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                   *
          *                                                                                     *
          *  WITHIN GROUPS              8024898.852  34931       229.736                        *
          *                                                                                     *
          *                      ETA = 0.0161   ETA SQUARED = 0.0003                           *
          *                                                                                     *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84         PAGE  160
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR  (CREATION DATE = 07/17/84)    1981-82 PRE,1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U P P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    AGE93083
    BROKEN DOWN BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                    SUM          MEAN       STD DEV     VARIANCE        N

FOR ENTIRE POPULATION                                     905719.3625       12.5488       3.4632      11.9936   (  72176)

PERFORM                        1  PROJECT PERFORM SCHL  117874.8633       11.5609       2.5180       6.3403   (  10196)
PERFORM                        2  NON-PROJ.PERFORM SCH  787844.4992       12.7113       3.5689      12.7368   (  61980)

  TOTAL CASES =    73501
MISSING CASES =     1325 OR    1.8 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84        PAGE  161
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE AGE93083

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                  SUM            MEAN          STD DEV     SUM OF SQ          N

PERFORM                   1    PROJECT PERFORM SCHL  117874.8633        11.5609           2.5180    64639.3919    (  10196)
PERFORM                   2    NON-PROJ.PERFORM SCH  787844.4992        12.7113           3.5689   789413.6016    (  61980)
                                                     ---------------------------------------------------------------------
                       WITHIN GROUPS TOTAL           905719.3625        12.5488           3.4399   854052.9935    (  72176)

           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                       A N A L Y S I S   O F   V A R I A N C E                   *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.  *
           *                                                                                 *
           *  BETWEEN GROUPS                11586.944      1      11586.944   979.185  0.0000  *
           *                                                                                 *
           *          WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR               *
           *                                                                                 *
           *  WITHIN GROUPS                854052.994  72174         11.833                    *
           *                                                                                 *
           *                    ETA = 0.1157   ETA SQUARED = 0.0134                          *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

- APPENDIX F -

SUMMARY OF ANALYSES OF VARIANCE AND CO-VARIANCE
1982-83 and 1983-84
PROJECT AND NON-PROJECT SCHOOLS

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APP

* * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * *
                   P2NCE      PRE    T--CTBS COMPREHSN NCE
                BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
                   TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

TOTAL POPULATION

    48.50
 ( 27980)

PERFORM
        1          2

    47.00      48.84
 (  5157)   ( 22823)

TGRADE
        1          2          3          4          5          6          7          8          9

      0.0        0.0      53.43      51.03      47.12      47.62      48.99      45.27      44.95
 (      0)  (      0)  (  4111)  (  4125)  (  4272)  (  4666)  (  4087)  (  3772)  (  2947)


          TGRADE
                   1          2          3          4          5          6          7          8          9
PERFORM
        1        0.0        0.0      50.80      48.56      45.94      46.87      46.52      45.70      43.40
             (     0)  (     0)  (   608)  (   927)  (   944)  (  1008)  (   647)  (   600)  (   423)

        2        0.0        0.0      53.88      51.74      47.46      47.83      49.45      45.18      45.21
             (     0)  (     0)  (  3503)  (  3198)  (  3328)  (  3658)  (  3440)  (  3172)  (  2524)
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                         10/25/84        PAGE  49
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPP (CREATION DATE = 10/25/84)   1982-83 PPEC1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * *
            T2NCE      POST   T--CTBS COMPREHENSION NCE %TILE SCR
          BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
            TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     48.61
  ( 27980)


PERFORM
         1         2

     47.89     48.77
  (  5157)  ( 22823)


TGRADE
         1         2         3         4         5         6         7         8         9

       0.0       0.0     52.81     48.14     48.36     49.08     46.77     48.07     46.24
  (     0)  (     0)  (  4111)  (  4125)  (  4272)  (  4666)  (  4087)  (  3772)  (  2947)



          TGRADE
                   1         2         3         4         5         6         7         8         9
PERFORM
         1       0.0       0.0     49.66     47.80     49.57     48.80     46.45     45.71     44.99
            (      0)  (     0)  (   608)  (   927)  (   944)  (  1008)  (   647)  (   600)  (   423)

         2       0.0       0.0     53.36     48.24     48.02     49.16     46.83     48.52     46.45
            (      0)  (     0)  (  3503)  (  3198)  (  3328)  (  3658)  (  3440)  (  3172)  (  2524)
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                               10/25/84        PAGE
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * *
                    D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE
                 BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
                    TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

     0.11
 ( 27980)


PERFORM
        1         2

     0.89     -0.07
 (  5157)  ( 22823)


TGRADE
        1         2         3         4         5         6         7         8         9

      0.0       0.0     -0.61     -2.89      1.24      1.46     -2.22      2.81      1.29
 (      0) (      0) (  4111) (  4125) (  4272) (  4666) (  4087) (  3772) (  2947)



             TGRADE
                      1         2         3         4         5         6         7         8         9
PERFORM
           1        0.0       0.0     -1.13     -0.76      3.63      1.93     -0.07      0.01      1.58
               (      0) (      0) (   608) (   927) (   944) (  1008) (   647) (   600) (   423)

           2        0.0       0.0     -0.52     -3.50      0.56      1.33     -2.62      3.33      1.24
               (      0) (      0) (  3503) (  3198) (  3328) (  3658) (  3440) (  3172) (  2524)
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84          PAGE  492
03-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH,D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PPE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * * * *
                 TINCE       POST   T   CTBS VOCABULRY NCE
              BY PERFOPM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
                 TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

    51.53
 ( 27980)


PERFORM
          1         2

    51.18     51.61
 (  5157)  ( 72823)


TGRADE
          1         2         3         4         5         6         7         8         9

      0.0       0.0     54.99     54.87     49.78     49.71     51.59     50.18     49.13
 (     0)  (     0)  (  4111)  (  4125)  (  4272)  (  4666)  (  4087)  (  3772)  (  2947)



            TGRADE
                    1         2         3         4         5         6         7         8         9
PERFORM
          1       C.0       0.0     49.81     53.59     51.20     49.15     53.42     50.07     50.80
             (     0)  (     0)  (   608)  (   927)  (   944)  (  1008)  (   647)  (   600)  (   423)

          2       0.0       0.0     55.89     55.23     49.37     49.86     51.24     50.20     48.85
             (     0)  (     0)  (  3503)  (  3198)  (  3328)  (  3658)  (  3440)  (  3172)  (  2524)
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                10/25/84        PAGE
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * * * *  C E L L   M E A N S  * * * * * * * * * * * * * * *
                    DINCE       GAIN OR LOSS--CTBS VOCABULARY NCE
                 BY PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
                    TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

TOTAL POPULATION

    -0.07
 ( 27980)

PERFORM
        1         2

     1.06     -0.32
 (  5157)  ( 22823)

TGRADE
        1         2         3         4         5         6         7         8         9

      0.0       0.0     -0.35     -0.85     -4.21      0.91      1.68      1.46      1.52
 (      0) (      0) (  4111) (  4125) (  4272) (  4666) (  4087) (  3772) (  2947)


               TGRADE
                      1         2         3         4         5         6         7         8         9
PERFORM
          1         0.0       0.0     -2.87      0.71     -1.73      0.78      5.84      0.99      7.13
                (     0) (     0) (   608) (   927) (   944) (  1008) (   647) (   600) (   423)

          2         0.0       0.0      0.09     -1.30     -4.91      0.95      0.89      1.55      0.59
                (     0) (     0) (  3503) (  3198) (  3328) (  3658) (  3440) (  3172) (  2524)
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84      PAGE  49
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * *
                  P2NCE      PRE    T--CTBS COMPREHSN NCE
               BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                  TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                           SUM OF                         MEAN                SIGNIF
SOURCE OF VARIATION                       SQUARES        DF             SQUARE         F        OF F

MAIN EFFECTS                           229786.563         7          32826.648   130.336      0.0
   PERFORM                              14413.871         1          14413.871    57.229      0.000
   TGRADE                              215563.250         6          35927.207   142.647      0.0

2-WAY INTERACTIONS                       6239.625         6           1039.938     4.129      0.000
   PERFORM   TGRADE                      6239.633         6           1039.939     4.129      0.000

EXPLAINED                              236027.000        13          18155.922    72.087      0.0

RESIDUAL                              7043561.000     27966            251.862

TOTAL                                 7279588.000     27979            260.180


   73766 CASES WERE PROCESSED.
   45786 CASES ( 62.1 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84        PAGE
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * *  M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S  * * *
                P2NCE     PRE   T--CTBS COMPREHSN NCE
           BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =    48.50                                                  ADJUSTED FOR
                                                      ADJUSTED FOR     INDEPENDENTS
                                         UNADJUSTED   INDEPENDENTS     + COVARIATES
VARIABLE + CATEGORY               N      DEV'N  ETA   DEV'N   BETA     DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL     5157      -1.50        -1.52
    2 NON-PROJ.PERFORM SCH    22823       0.34         0.34
                                               0.04          0.04

TGRADE
    3                          4111       4.93         4.86
    4                          4125       2.53         2.60
    5                          4272      -1.38        -1.31
    6                          4666      -0.88        -0.82
    7                          4087       0.49         0.44
    8                          3772      -3.23        -3.28
    9                          2947      -3.55        -3.63
                                               0.17          0.17

MULTIPLE R SQUARED                                           0.032
MULTIPLE R                                                   0.178
```

BEST COPY AVAILABLE

```
3-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
ILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
            T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR
         BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
            TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                SUM OF                    MEAN             SIGNIF
SOURCE OF VARIATION            SQUARES        DF        SQUARE        F      OF F

 IN EFFECTS                  109393.750        7     15627.676   61.382   0.0
   PERFORM                     2994.866        1      2994.866   11.763   0.001
   TGRADE                    106174.688        6     17695.781   69.505   0.0

-WAY INTERACTIONS             10940.188        6      1823.365    7.162   0.000
   PERFORM  TGRADE            10940.184        6      1823.364    7.162   0.000

XPLAINED                     120334.000       13      9256.461   36.357   0.0

ESIDUAL                     7120050.000    27966       254.597

OTAL                        7240384.000    27979       258.779

  73766 CASES WERE PROCESSED,
  45786 CASES ( 62.1 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84         PAGE  497
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
              T2NCE     POST  T--CTBS COMPREHSION NCE %TILE SCR
          BY  PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =    48.61                                                     ADJUSTED FOR
                                                         ADJUSTED FOR     INDEPENDENTS
                                            UNADJUSTED   INDEPENDENTS     + COVARIATES
VARIABLE + CATEGORY                  N      DEV'N  ETA   DEV'N   BETA     DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL        5157      -0.71        -0.69
    2 NON-PROJ.PERFORM SCH       22823       0.16         0.16
                                                   0.02          0.02

TGRADE
    3                             4111       4.21         4.17
    4                             4125      -0.47        -0.43
    5                             4272      -0.25        -0.22
    6                             4666       0.48         0.50
    7                             4087      -1.84        -1.86
    8                             3772      -0.54        -0.56
    9                             2947      -2.37        -2.40
                                                   0.12          0.12

MULTIPLE R SQUARED                                               0.015
MULTIPLE R                                                       0.123
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84        PAGE  498
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
             D2NCE     GAIN OR LOSS--CTBS COMPREHENSION NCE
          BY PERFORM   PROJECT PERFORM SCHOOL-DESIGNATION VAR.
             TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                       SUM OF                       MEAN              SIGNIF
SOURCE OF VARIATION                   SQUARES        DF            SQUARE        F       OF F

MAIN EFFECTS                        111120.563         7         15874.363    76.216    0.0
   PERFORM                            4268.324         1          4268.324    20.493    0.000
   TGRADE                           107211.168         6         17868.531    85.791    0.0

2-WAY INTERACTIONS                   17705.000         6          2950.833    14.168    0.000
   PERFORM  TGRADE                   17704.965         6          2950.827    14.168    0.000

EXPLAINED                           128826.000        13          9909.691    47.579    0.0

RESIDUAL                           5824757.000     27966           208.280

TOTAL                              5953583.000     27979           212.788

  73766 CASES WERE PROCESSED.
  45786 CASES ( 62.1 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
OARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   10/25/84        PAGE  499
3-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
ILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
              D2NCE     GAIN OR LOSS--CTBS COMPREHENSION NCE
          BY  PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

RAND MEAN =       0.11                                                    ADJUSTED FOR
                                                        ADJUSTED FOR     INDEPENDENTS
                                            UNADJUSTED  INDEPENDENTS     + COVARIATES
ARIABLE + CATEGORY                 N        DEV'N  ETA  DEV'N   BETA     DEV'N   BETA

ERFORM
    1 PROJECT PERFORM SCHL      5157        0.79        0.82
    2 NON-PROJ.PERFORM SCH     22823       -0.18       -0.19
                                                  0.03          0.03

GRADE
    3                           4111       -0.72       -0.68
    4                           4125       -2.99       -3.03
    5                           4272        1.13        1.09
    6                           4666        1.35        1.32
    7                           4087       -2.33       -2.30
    8                           3772        2.70        2.72
    9                           2947        1.18        1.22
                                                  0.13          0.13

ULTIPLE R SQUARED                                              0.019
ULTIPLE R                                                      0.137
```

BEST COPY AVAILABLE

```
* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
            TINCE     POST  T  CTBS VOCABULRY NCE
         BY PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
            TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                      SUM OF                 MEAN              SIGNIF
SOURCE OF VARIATION                  SQUARES      DF        SQUARE        F     OF F

MAIN EFFECTS                      148509.125       7     21215.586   68.078   0.0
   PERFORM                           712.134       1       712.134    2.285   0.131
   TGRADE                         147722.188       6     24620.363   79.004   0.0

2-WAY INTERACTIONS                 27300.875       6      4550.145   14.601   0.000
   PERFORM  TGRADE                 27300.875       6      4550.145   14.601   0.000

EXPLAINED                         175810.000      13     13523.844   43.396   0.0

RESIDUAL                         8715207.000   27966       311.636

TOTAL                            8891017.000   27979       317.774


  73766 CASES WERE PROCESSED.
  45786 CASES ( 62.1 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   10/25/84        PAGE 5
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE(1983-84 POST CTBS READING WITH 1983-84 APR

* * *  M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
               TINCE     POST  T  CTBS VOCABULRY NCE
          BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
               TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =    51.53                                              ADJUSTED FOR
                                                    ADJUSTED FOR   INDEPENDENTS
                                       UNADJUSTED   INDEPENDENTS   + COVARIATES
VARIABLE + CATEGORY             N      DEV'N  ETA   DEV'N   BETA   DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL   5157      -0.35        -0.34
    2 NON-PROJ.PERFORM SCH  22823       0.08         0.08
                                             0.01           0.01

TGRADE
    3                        4111       3.46         3.45
    4                        4125       3.33         3.35
    5                        4272      -1.76        -1.74
    6                        4666      -1.82        -1.81
    7                        4087       0.06         0.04
    8                        3772      -1.35        -1.37
    9                        2947      -2.41        -2.42
                                             0.13           0.13

MULTIPLE R SQUARED                                          0.017
MULTIPLE R                                                  0.129
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSES BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
              DINCE     GAIN OR LOSS--CTBS VOCABULARY NCE
           BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                          SUM OF                      MEAN            SIGNIF
SOURCE OF VARIATION                       SQUARES       DF           SQUARE       F     OF F

MAIN EFFECTS                            120783.688       7        17254.813  68.817   0.0
   PERFORM                               11436.566       1        11436.566  45.612   0.000
   TGRADE                               112803.813       6        18800.633  74.982   0.0

2-WAY INTERACTIONS                       32514.750       6         5419.125  21.613   0.0
   PERFORM  TGRADE                       32514.738       6         5419.121  21.613   0.0

EXPLAINED                               153299.000      13        11792.230  47.031   0.0

RESIDUAL                               7012073.000   27966          250.736

TOTAL                                  7165372.000   27979          256.098

  73766 CASES WERE PROCESSED.
  45786 CASES ( 62.1 PCT) WERE MISSING.
```

ST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE(1983-84 POST CTBS READING WITH 1983-84 APR

* * *  M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S  * * *
                DINCE     GAIN OR LOSS--CTBS VOCABULARY NCE
           BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =      -0.07                                                 ADJUSTED FOR
                                                        ADJUSTED FOR    INDEPENDENTS
                                        UNADJUSTED      INDEPENDENTS    + COVARIATES
VARIABLE + CATEGORY              N      DEV'N  ETA      DEV'N   BETA    DEV'N   BETA

PERFORM
    1 PROJECT PERFORM SCHL    5157       1.12            1.35
    2 NON-PROJ.PERFORM SCH   22823      -0.25           -0.31
                                               0.03             0.04

TGRADE
    3                         4111      -0.28           -0.22
    4                         4125      -0.79           -0.85
    5                         4272      -4.14           -4.20
    6                         4666       0.97            0.92
    7                         4087       1.74            1.79
    8                         3772       1.53            1.57
    9                         2947       1.59            1.66
                                               0.12             0.13

MULTIPLE R SQUARED                                              0.017
MULTIPLE R                                                      0.130
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84        PAGE  50
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * * * *   C E L L   M E A N S   * * * * * * * * * * * * * *
             T2NCE       POST   T--CTBS COMPREHSION NCE %TILE SCR
          BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


TOTAL POPULATION

    48.38
 ( 39608)


PERFORM
        1           2

    48.22       48.41
 (  5871)    ( 33737)
```

BEST COPY AVAILABLE

```
ARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          10/25/84        PAGE
-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
ILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
          T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR
       BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
      WITH P2NCE     PRE   T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                        SUM OF                     MEAN              SIGNIF
OURCE OF VARIATION                     SQUARES       DF           SQUARE         F     OF F

OVARIATES                           3570414.000       1  3570414.000********   0.0
  P2NCE                             3570414.000       1  3570414.000********   0.0

AIN EFFECTS                            2862.000       1     2862.000  15.941   0.000
  PERFORM                              2861.202       1     2861.202  15.936   0.000

XPLAINED                            3573276.000       2  1786638.0009951.262   0.000

ESIDUAL                             7110634.000   39605      179.539

OTAL                               10683910.000   39607      269.748



OVARIATE    RAW REGRESSION COEFFICIENT

2NCE             0.571


 73766 CASES WERE PROCESSED.
 34158 CASES ( 46.3 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
RD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84        PAGE
84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
E   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

 *  M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S  * * *
            T2NCE    POST  T--CTBS COMPREHSION NCE %TILE SCR
       BY   PERFORM  PROJECT PERFORM SCHOOL DESIGNATION VAR.
       WITH P2NCE    PRE   T--CTBS COMPREHSN NCE
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

ND MEAN =    48.38                                               ADJUSTED FOR
                                                  ADJUSTED FOR   INDEPENDENTS
                                     UNADJUSTED   INDEPENDENTS   + COVARIATES
IABLE + CATEGORY              N      DEV'N  ETA   DEV'N   BETA   DEV'N   BETA

FORM
  1 PROJECT PERFORM SCHL   5871      -0.16                        0.64
  2 NON-PROJ.PERFORM SCH  33737       0.03                       -0.11
                                            0.00                         0.02

TIPLE R SQUARED                                                         0.334
TIPLE R                                                                 0.578
```

BEST COPY AVAILABLE

```
OARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84          PAGE
3-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
ILE   PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

 * * * * * * * * * * * * * *  C E L L   M E A N S  * * * * * * * * * * * * * * * * *
              T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR
           BY PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


OTAL POPULATION

    49.19
( 32824)


ERFORM
        1         2

    48.22     49.39
(  5871)  ( 26953)


GRADE
        1         2         3         4         5         6         7         8         9

    55.23     52.10     52.81     48.14     48.35     49.08     46.77     48.07     46.24
(   684)  (  4151)  (  4113)  (  4127)  (  4274)  (  4667)  (  4088)  (  3773)  (  2947)


          TGRADE
                 1          2          3          4          5          6          7          8          9
ERFORM
       1     53.45      50.11      49.66      47.79      49.57      48.80      46.45      45.71      44.98
          (   111)  (   600)  (   608)  (   929)  (   944)  (  1008)  (   648)  (   600)  (   423)

       2     55.57      52.44      53.35      48.24      48.01      49.16      46.83      46.51      46.45
          (   573)  (  3551)  (  3505)  (  3198)  (  3330)  (  3659)  (  3440)  (  3173)  (  2524)
```

BEST COPY AVAILABLE

```
OARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT
3-64 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
ILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * * * * * * * * * * A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * *
              T2NCE     POST  T--CTBS COMPREHENSION NCE %TILE SCR
           BY PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
              TGRADE
         WITH P2NCE     PRE   T--CTBS COMPREHENSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                                          SUM OF                    MEAN            SIGNIF
OURCE OF VARIATION                       SQUARES       DF          SQUARE       F    OF F

OVARIATES                             2627159.000       1    2627159.000********   0.0
  P2NCE                               2627159.000       1    2627159.000********   0.0

AIN EFFECTS                            222065.000       9      24673.887 140.996   0.0
  PERFORM                                 120.663       1        120.663   0.690   0.406
  TGRADE                               222008.813       8      27751.102 158.581   0.0

-WAY INTERACTIONS                       13579.000       8       1697.375   9.699   0.000
  PERFORM  TGRADE                       13578.148       8       1697.269   9.699   0.000

XPLAINED                              2862803.000      18     159044.563 908.843   0.0

ESIDUAL                               5740769.000   32805        174.997

OTAL                                  8603572.000   32823        262.120


OVARIATE    RAW REGRESSION COEFFICIENT

2NCE            0.544


 73766 CASES WERE PROCESSED.
 40942 CASES ( 55.5 PCT) WERE MISSING.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84        PAGE
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPST.PR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

* * *   M U L T I P L E   C L A S S I F I C A T I O N   A N A L Y S I S   * * *
                T2NCE     POST   T--CTBS COMPREHSION NCE %TILE SCR
           BY   PERFORM   PROJECT PERFORM SCHOOL DESIGNATION VAR.
                TGRADE
           WITH P2NCE     PRE    T--CTBS COMPREHSN NCE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

GRAND MEAN =    49.19                                                ADJUSTED FOR
                                                     ADJUSTED FOR    INDEPENDENTS
                                        UNADJUSTED   INDEPENDENTS    + COVARIATES
VARIABLE + CATEGORY              N      DEV'N  ETA   DEV'N    BETA   DEV'N  BETA

PERFORM
    1 PROJECT PERFORM SCHL   5871      -0.96                        0.13
    2 NON-PROJ.PERFORM SCH  26953       0.21                       -0.03
                                              0.03                          0.00

TGRADE
     1                        684       6.04                       14.20
     2                       4151       2.92                       -3.07
     3                       4113       3.62                        1.48
     4                       4127      -1.05                       -1.82
     5                       4274      -0.83                        0.65
     6                       4667      -0.10                        1.09
     7                       4088      -2.42                       -2.01
     8                       3773      -1.12                        1.44
     9                       2947      -2.95                       -0.20
                                              0.14                          0.16

MULTIPLE R SQUARED                                                         0.331
MULTIPLE R                                                                 0.575
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84        PAGE  577
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - -
CRITERION VARIABLE    P2NCE        PRE   T--CTBS COMPREHSN NCE
    BROKEN DOWN BY    TGRADE
                BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                     SUM           MEAN        STD DEV       VARIANCE         N

FOR ENTIRE POPULATION                                     2354753.0000        49.1721       17.2745       298.4066    ( 47888)

TGRADE                       1                             333986.0000        56.0756       16.8025       282.3234    (  5956)
   PERFORM                   1   PROJECT PERFORM SCHL       44985.0000        52.9235       16.8282       283.1873    (   850)
   PERFORM                   2   NON-PROJ.PERFORM SCH      289001.0000        56.6003       16.7423       280.3054    (  5106)

TGRADE                       2                             333986.0000        56.0756       16.8025       282.3234    (  5956)
   PERFORM                   1   PROJECT PERFORM SCHL       44985.0000        52.9235       16.8282       283.1873    (   850)
   PERFORM                   2   NON-PROJ.PERFORM SCH      289001.0000        56.6003       16.7423       280.3054    (  5106)

TGRADE                       3                             269164.0000        51.5245       16.6083       275.8359    (  5224)
   PERFORM                   1   PROJECT PERFORM SCHL       36919.0000        48.8347       16.0361       257.1554    (   756)
   PERFORM                   2   NON-PROJ.PERFORM SCH      232245.0000        51.9796       16.6620       277.6233    (  4468)

TGRADE                       4                             251094.0000        50.1787       17.0314       290.0700    (  5004)
   PERFORM                   1   PROJECT PERFORM SCHL       53705.0000        47.5686       16.6859       278.4193    (  1129)
   PERFORM                   2   NON-PROJ.PERFORM SCH      197389.0000        50.9391       17.0579       290.9736    (  3875)

TGRADE                       5                             241298.0000        45.5709       17.4470       304.3976    (  5295)
   PERFORM                   1   PROJECT PERFORM SCHL       52347.0000        44.6266       16.4749       271.4236    (  1173)
   PERFORM                   2   NON-PROJ.PERFORM SCH      188951.0000        45.8396       17.7066       313.5232    (  4122)

TGRADE                       6                             262208.0000        46.3265       17.8258       317.7601    (  5660)
   PERFORM                   1   PROJECT PERFORM SCHL       56390.0000        45.4758       17.1698       294.8017    (  1240)
   PERFORM                   2   NON-PROJ.PERFORM SCH      205818.0000        46.5652       18.0003       324.0091    (  4420)

TGRADE                       7                             260421.0000        47.6700       15.2183       231.5961    (  5463)
   PERFORM                   1   PROJECT PERFORM SCHL       39338.0000        45.7419       13.5487       183.5677    (   860)
   PERFORM                   2   NON-PROJ.PERFORM SCH      221083.0000        48.0302       15.4851       239.7868    (  4603)

TGRADE                       8                             228241.0000        43.0319       15.3944       236.9865    (  5304)
   PERFORM                   1   PROJECT PERFORM SCHL       38661.0000        43.5862       14.5221       210.8907    (   887)
   PERFORM                   2   NON-PROJ.PERFORM SCH      189580.0000        42.9205       15.5628       242.2018    (  4417)

TGRADE                       9                             174355.0000        43.3073       16.0516       257.6534    (  4026)
   PERFORM                   1   PROJECT PERFORM SCHL       24787.0000        41.5193       13.9146       193.6156    (   597)
   PERFORM                   2   NON-PROJ.PERFORM SCH      149568.0000        43.6185       16.3771       269.2086    (  3429)

  TOTAL CASES =    73766
MISSING CASES =    25878 OR   35.1 PCT.
```

BEST COPY AVAILABLE

```
CRITERION VARIABLE P2NCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                 SUM           MEAN        STD DEV      SUM OF SQ            N

TGRADE                         1  PROJECT PERFORM SCHL  333986.0000        56.0756        16.8025  1681236.0007     (    5956)
TGRADE                         2                        333986.0000        56.0756        16.8025  1681236.0007     (    5956)
TGRADE                         3                        269164.0000        51.5245        16.6083  1440690.8637     (    5224)
TGRADE                         4                        251094.0000        50.1787        17.0314  1451220.2806     (    5004)
TGRADE                         5                        241298.0000        45.5709        17.4470  1611481.1211     (    5295)
TGRADE                         6                        262208.0000        46.3265        17.8258  1798204.6247     (    5660)
TGRADE                         7                        260421.0000        47.6700        15.2183  1264977.9407     (    5463)
TGRADE                         8                        228241.0000        43.0319        15.3944  1256739.6152     (    5304)
TGRADE                         9                        174355.0000        43.3073        16.0516  1037059.9282     (    4026)
                                                       -----------------------------------------------------------------------
                       WITHIN GROUPS TOTAL             2354753.0000        49.1721        16.6184 13222841.3755     (   47888)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                 *
            *                     A N A L Y S I S   O F   V A R I A N C E                     *
            *                                                                                 *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                 *
            *  SOURCE                     SUM OF SQUARES  D.F.   MEAN SQUARE         F     SIG.  *
            *                                                                                 *
            *  BETWEEN GROUPS                1066957.439     8    133369.680    482.922  0.0     *
            *                                                                                 *
            *     LINEARITY                   939078.975     1    939078.975   3400.340  0.0000  *
            *     DEV. FROM LINEARITY         127878.464     7     18268.352     66.148  0.0     *
            *                                                                                 *
            *                        R    =-0.2564   R SQUARED    = 0.0657                    *
            *                                                                                 *
            *  WITHIN GROUPS                13222841.376 47879       276.172                    *
            *                                                                                 *
            *                        ETA = 0.2733   ETA SQUARED = 0.0747                      *
            *                                                                                 *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84        PAGE  579
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE(1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - -
CRITERION VARIABLE    T2NCE       POST  T--CTBS COMPREHSION NCE %TILE SCR
    BROKEN DOWN BY    TGRADE
                BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                        SUM           MEAN        STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                     2228499.0000        49.5674        16.6916      278.6102   ( 44959)

TGRADE                       1                             339625.0000        56.6987        16.8899      285.2675   (  5990)
   PERFORM                   1  PROJECT PERFORM SCHL        49813.0000        55.8442        16.6311      276.5941   (   892)
   PERFORM                   2  NON-PROJ.PERFORM SCH       289812.0000        56.8482        16.9319      286.6895   (  5098)

TGRADE                       2                             267537.0000        51.9893        16.5709      274.5941   (  5146)
   PERFORM                   1  PROJECT PERFORM SCHL        36288.0000        49.9147        16.7985      282.1911   (   727)
   PERFORM                   2  NON-PROJ.PERFORM SCH       231249.0000        52.3306        16.5101      272.5831   (  4419)

TGRADE                       3                             254415.0000        52.4567        16.7295      279.8761   (  4850)
   PERFORM                   1  PROJECT PERFORM SCHL        35929.0000        49.2178        16.0403      257.2927   (   730)
   PERFORM                   2  NON-PROJ.PERFORM SCH       218486.0000        53.0306        16.7855      281.7524   (  4120)

TGRADE                       4                             227302.0000        47.4139        17.5501      308.0044   (  4794)
   PERFORM                   1  PROJECT PERFORM SCHL        51108.0000        47.5423        16.4607      270.9542   (  1075)
   PERFORM                   2  NON-PROJ.PERFORM SCH       176194.0000        47.3767        17.8545      318.7835   (  3719)

TGRADE                       5                             238193.0000        47.7054        18.0395      325.4234   (  4993)
   PERFORM                   1  PROJECT PERFORM SCHL        53279.0000        48.8798        16.9137      286.0746   (  1090)
   PERFORM                   2  NON-PROJ.PERFORM SCH       184914.0000        47.3774        18.3302      335.9957   (  3903)

TGRADE                       6                             259613.0000        48.9190        14.3495      205.9094   (  5307)
   PERFORM                   1  PROJECT PERFORM SCHL        56720.0000        48.8966        14.0256      196.7175   (  1160)
   PERFORM                   2  NON-PROJ.PERFORM SCH       202893.0000        48.9252        14.4405      208.5284   (  4147)

TGRADE                       7                             229395.0000        45.8790        15.3924      236.9269   (  5000)
   PERFORM                   1  PROJECT PERFORM SCHL        36723.0000        46.1344        13.7775      189.8196   (   796)
   PERFORM                   2  NON-PROJ.PERFORM SCH       192672.0000        45.8306        15.6805      245.8790   (  4204)

TGRADE                       8                             220064.0000        47.0826        15.3757      236.4126   (  4674)
   PERFORM                   1  PROJECT PERFORM SCHL        32737.0000        45.0923        13.5805      184.4287   (   726)
   PERFORM                   2  NON-PROJ.PERFORM SCH       187327.0000        47.4486        15.6575      245.1585   (  3948)

TGRADE                       9                             192355.0000        45.7444        15.3417      235.3683   (  4205)
   PERFORM                   1  PROJECT PERFORM SCHL        29849.0000        45.7807        15.6164      243.8735   (   652)
   PERFORM                   2  NON-PROJ.PERFORM SCH       162506.0000        45.7377        15.2930      233.8754   (  3553)

   TOTAL CASES =    73766
 MISSING CASES =    28807 OR  39.1 PCT.
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE T2NCE

- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                  SUM            MEAN         STD DEV    SUM OF SQ            N

TGRADE                       1  PROJECT PERFORM SCHL  339625.0000         56.6987         16.8899  1708467.0893     (   5990)
TGRADE                       2                        267537.0000         51.9893         16.5709  1412786.4122     (   5146)
TGRADE                       3                        254415.0000         52.4567         16.7295  1357119.4072     (   4850)
TGRADE                       4                        227302.0000         47.4139         17.5501  1476264.9203     (   4794)
TGRADE                       5                        238193.0000         47.7054         18.0395  1624513.6251     (   4993)
TGRADE                       6                        259613.0000         48.9190         14.3495  1092555.1592     (   5307)
TGRADE                       7                        229395.0000         45.8790         15.3924  1184397.7950     (   5000)
TGRADE                       8                        220064.0000         47.0826         15.3757  1104756.1224     (   4674)
TGRADE                       9                        192355.0000         45.7444         15.3417   989488.1784     (   4205)
                                                      -----------------------------------------------------------------------
                         WITHIN GROUPS TOTAL         2228499.0000         49.5674         16.3052 11950348.7091     (  44959)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *                     A N A L Y S I S   O F   V A R I A N C E                     *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *  SOURCE                    SUM OF SQUARES  D.F.  MEAN SQUARE          F    SIG.  *
          *                                                                                 *
          *  BETWEEN GROUPS                575409.037     8    71926.130    270.542  0.0     *
          *                                                                                 *
          *     LINEARITY                  445619.153     1   445619.153   1676.150  0.0     *
          *     DEV. FROM LINEARITY        129789.884     7    18541.412     69.742  0.0     *
          *                                                                                 *
          *                         R    =-0.1886   R SQUARED    = 0.0356                    *
          *                                                                                 *
          *  WITHIN GRCUPS              11950348.709 44950      265.859                       *
          *                                                                                 *
          *                         ETA = 0.2143   ETA SQUARED = 0.0459                     *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84        PAGE  581
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE   D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE
    BROKEN DOWN BY   TGRADE
                BY   PERFORM    PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                     SUM           MEAN        STD DEV     VARIANCE         N

FOR ENTIRE POPULATION                                     -16689.0000        -0.5084      15.4332     238.1851   ( 32824)

TGRADE                       1                             13445.0000        19.6564      19.3715     375.2566   (   684)
   PERFORM                   1  PROJECT PERFORM SCHL        2178.0000        19.6216      17.2806     298.6192   (   111)
   PERFORM                   2  NON-PROJ.PERFORM SCH       11267.0000        19.6632      19.7649     390.6503   (   573)

TGRADE                       2                            -33111.0000        -7.9766      16.0939     259.0137   (  4151)
   PERFORM                   1  PROJECT PERFORM SCHL       -4116.0000        -6.8600      16.9208     286.3143   (   600)
   PERFORM                   2  NON-PROJ.PERFORM SCH      -28995.0000        -8.1653      15.9447     254.2338   (  3551)

TGRADE                       3                             -2522.0000        -0.6132      15.5209     240.8978   (  4113)
   PERFORM                   1  PROJECT PERFORM SCHL        -689.0000        -1.1332      14.3948     207.2096   (   608)
   PERFORM                   2  NON-PROJ.PERFORM SCH       -1833.0000        -0.5230      15.7082     246.7473   (  3505)

TGRADE                       4                            -11880.0000        -2.8786      16.0017     256.0543   (  4127)
   PERFORM                   1  PROJECT PERFORM SCHL        -674.0000        -0.7255      15.3299     235.0054   (   929)
   PERFORM                   2  NON-PROJ.PERFORM SCH      -11206.0000        -3.5041      16.1402     260.5059   (  3198)

TGRADE                       5                              5263.0000         1.2314      16.1750     261.6298   (  4274)
   PERFORM                   1  PROJECT PERFORM SCHL        3425.0000         3.6282      15.7906     249.3430   (   944)
   PERFORM                   2  NON-PROJ.PERFORM SCH        1838.0000         0.5520      16.2203     263.0981   (  3330)

TGRADE                       6                              6811.0000         1.4594      14.6060     213.3341   (  4667)
   PERFORM                   1  PROJECT PERFORM SCHL        1945.0000         1.9296      14.2092     201.9007   (  1008)
   PERFORM                   2  NON-PROJ.PERFORM SCH        4866.0000         1.3299      14.7127     216.4622   (  3659)

TGRADE                       7                             -9082.0000        -2.2216      12.4879     155.9470   (  4088)
   PERFORM                   1  PROJECT PERFORM SCHL         -53.0000        -0.0818      11.3871     129.6672   (   648)
   PERFORM                   2  NON-PROJ.PERFORM SCH       -9029.0000        -2.6247      12.6456     159.9112   (  3440)

TGRADE                       8                             10588.0000         2.8063      11.4542     131.1992   (  3773)
   PERFORM                   1  PROJECT PERFORM SCHL           6.0000         0.0100      10.4117     108.4039   (   600)
   PERFORM                   2  NON-PROJ.PERFORM SCH       10582.0000         3.3350      11.5666     133.7865   (  3173)

TGRADE                       9                              3799.0000         1.2891      13.8760     192.5423   (  2947)
   PERFORM                   1  PROJECT PERFORM SCHL         668.0000         1.5792      12.8746     165.7562   (   423)
   PERFORM                   2  NON-PROJ.PERFORM SCH        3131.0000         1.2405      14.0386     197.0825   (  2524)

  TOTAL CASES =    73766
MISSING CASES =    40942 OR   55.5 PCT.
```

BEST COPY AVAILABLE

```
CRITERION VARIABLE D2NCE

- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                 SUM            MEAN       STD DEV    SUM OF SQ          N

TGRADE                      1  PROJECT PERFORM SCHL  13445.0000         19.6564       19.3715   256300.2617   (    684)
TGRADE                      2                       -33111.0000         -7.9766       16.0939  1074906.7333   (   4151)
TGRADE                      3                        -2522.0000         -0.6132       15.5209   990571.5658   (   4113)
TGRADE                      4                       -11880.0000         -2.8786       16.0017  1056480.1808   (   4127)
TGRADE                      5                         5263.0000          1.2314       16.1750  1117944.1462   (   4274)
TGRADE                      6                         6811.0000          1.4594       14.6060   995417.0555   (   4667)
TGRADE                      7                        -9082.0000         -2.2216       12.4879   637355.2084   (   4088)
TGRADE                      8                        10588.0000          2.8063       11.4542   494803.3724   (   3773)
TGRADE                      9                         3799.0000          1.2891       13.8760   567229.6804   (   2947)
                                                   ------------------------------------------------------------------
                        WITHIN GROUPS TOTAL         -16689.0000         -0.5084       14.8034  7191088.2044   (  32824)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         *                     A N A L Y S I S   O F   V A R I A N C E                       *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         * SOURCE                 SUM OF SQUARES  D.F.  MEAN SQUARE        F      SIG.       *
         *                                                                                   *
         * BETWEEN GROUPS             626861.458     8    78357.682    357.568  0.0          *
         *                                                                                   *
         *    LINEARITY                62048.963     1    62048.963    283.147  0.0000       *
         *    DEV. FROM LINEARITY     564812.495     7    80687.499    368.200  0.0          *
         *                                                                                   *
         *                 R    = 0.0891    R SQUARED    = 0.0079                            *
         *                                                                                   *
         * WITHIN GROUPS             7191088.204 32815      219.140                          *
         *                                                                                   *
         *                 ETA = 0.2832    ETA SQUARED = 0.0802                              *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84        PAGE  583
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE    PINCE        PPE   T  CTBS VOCABULRY NCE
    BROKEN DOWN BY    TGRADE
                BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                    SUM          MEAN        STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                    1795847.0000       49.9235       17.7107      313.6671   ( 35972)

TGRADE                         3                          279335.0000       53.4715       15.5133      240.6620   (  5224)
   PERFORM                     1  PROJECT PERFORM SCHL     38310.0000       50.6746       15.3750      236.3920   (   756)
   PERFORM                     2  NON-PROJ.PERFORM SCH    241025.0000       53.9447       15.4884      239.8897   (  4468)

TGRADE                         4                          273713.0000       54.6879       18.7725      352.4078   (  5005)
   PERFORM                     1  PROJECT PERFORM SCHL     58488.0000       51.7593       18.0320      325.1519   (  1130)
   PERFORM                     2  NON-PROJ.PERFORM SCH    215225.0000       55.5419       18.9000      357.2106   (  3875)

TGRADE                         5                          276428.0000       52.2153       19.0680      363.6207   (  5294)
   PERFORM                     1  PROJECT PERFORM SCHL     60074.0000       51.2577       18.1860      330.7312   (  1172)
   PERFORM                     2  NON-PROJ.PERFORM SCH    216354.0000       52.4876       19.3059      372.7197   (  4122)

TGRADE                         6                          269178.0000       47.5664       18.8427      355.0477   (  5659)
   PERFORM                     1  PROJECT PERFORM SCHL     58484.0000       47.1645       18.6710      348.6057   (  1240)
   PERFORM                     2  NON-PROJ.PERFORM SCH    210694.0000       47.6793       18.8912      356.8766   (  4419)

TGRADE                         7                          264833.0000       48.4953       16.0754      258.4182   (  5461)
   PERFORM                     1  PROJECT PERFORM SCHL     40211.0000       46.8114       14.5859      212.7476   (   859)
   PERFORM                     2  NON-PROJ.PERFORM SCH    224622.0000       48.8096       16.3206      266.3628   (  4602)

TGRADE                         8                          246774.0000       46.5348       16.4889      271.8822   (  5303)
   PERFORM                     1  PROJECT PERFORM SCHL     41454.0000       46.7351       16.1883      262.0595   (   887)
   PERFORM                     2  NON-PROJ.PERFORM SCH    205320.0000       46.4946       16.5501      273.9033   (  4416)

TGRADE                         9                          185586.0000       46.0969       16.5833      275.0058   (  4026)
   PERFORM                     1  PROJECT PERFORM SCHL     25247.0000       42.2898       14.2329      202.5652   (   597)
   PERFORM                     2  NON-PROJ.PERFORM SCH    160339.0000       46.7597       16.8736      284.7170   (  3429)

  TOTAL CASES =    73766
MISSING CASES =    37794 OR  51.2 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84        PAGE  584
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE PINCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE  VALUE LABEL                 SUM            MEAN        STD DEV    SUM OF SQ            N

TGRADE                           3                        279335.0000        53.4715        15.5133  1256977.7502   (   5224)
TGRADE                           4                        273713.0000        54.6879        18.7725  1763448.5187   (   5005)
TGRADE                           5                        276428.0000        52.2153        19.0688  1924644.5145   (   5294)
TGRADE                           6                        269178.0000        47.5664        18.8427  2008859.8339   (   5659)
TGRADE                           7                        264833.0000        48.4953        16.0754  1410963.1309   (   5461)
TGRADE                           8                        246774.0000        46.5348        16.4889  1441519.3309   (   5303)
TGRADE                           9                        185586.0000        46.0969        16.5833  1106898.2206   (   4026)
                                                          ------------------------------------------------------------------
                          WITHIN GROUPS TOTAL            1795847.0000        49.9235        17.4196 10913311.2997   (  35972)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                     *
              *                      A N A L Y S I S   O F   V A R I A N C E                        *
              *                                                                                     *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                     *
              *  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.  *
              *                                                                                     *
              *  BETWEEN GROUPS                369609.008      6     61601.501   203.009   0.0     *
              *                                                                                     *
              *     LINEARITY                  312438.845      1    312438.845  1029.647  0.0000   *
              *     DEV. FROM LINEARITY         57170.164      5     11434.033    37.681  0.0000   *
              *                                                                                     *
              *                         R    =-0.1664   R SQUARED    = 0.0277                     *
              *                                                                                     *
              *  WITHIN GROUPS               10913311.300  35965       303.443                      *
              *                                                                                     *
              *                         ETA = 0.1810   ETA SQUARED = 0.0328                         *
              *                                                                                     *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              10/25/84        PAGE  586
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE TINCE

- - - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                   CODE  VALUE LABEL                    SUM            MEAN          STD DEV      SUM OF SQ              N

TGRADE                       2                           277977.0000         53.9552         15.8313   1290998.6427     (    5152)
TGRADE                       3                           265031.0000         54.6681         18.9653   1743386.9899     (    4848)
TGRADE                       4                           260478.0000         54.3568         19.1066   1749005.7955     (    4792)
TGRADE                       5                           245683.0000         49.2153         18.9655   1795217.5046     (    4992)
TGRADE                       6                           263003.0000         49.5391         15.6361   1297741.1400     (    5309)
TGRADE                       7                           253702.0000         50.7404         17.5054   1531889.0392     (    5000)
TGRADE                       8                           230419.0000         49.2875         16.5612   1281947.6180     (    4675)
TGRADE                       9                           203993.0000         48.5120         17.7717   1327760.6435     (    4205)
                                                     ------------------------------------------------------------------------------
                        WITHIN GROUPS TOTAL             2000286.0000         51.3249         17.5622  12017947.3733     (   38973)


               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                                   *
               *                   A N A L Y S I S   O F   V A R I A N C E                         *
               *                                                                                   *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                                   *
               *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG.  *
               *                                                                                   *
               *  BETWEEN GROUPS              227413.200     7      32487.600     105.332  0.0     *
               *                                                                                   *
               *     LINEARITY                161097.838     1     161097.838     522.317  0.0     *
               *     DEV. FROM LINEARITY       66315.362     6      11052.560      35.835  0.0     *
               *                                                                                   *
               *                      R    =-0.1147   R SQUARED    = 0.0132                        *
               *                                                                                   *
               *  WITHIN GRCUPS             12017947.373  38965        308.429                      *
               *                                                                                   *
               *                      ETA = 0.1363   ETA SQUARED = 0.0186                           *
               *                                                                                   *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              10/25/84        PAGE  587
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    DINCE        GAIN OR LOSS--CTBS VOCABULARY NCE
    BROKEN DOWN BY    TGRADE
                BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                       CODE  VALUE LABEL                      SUM          MEAN        STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                             -1857.0000      -0.0663      16.0187      256.5999   (  27988)

TGRADE                           3                                -1400.0000      -0.3403      16.6854      278.4030   (   4114)
   PERFORM                       1   PROJECT PERFORM SCHL         -1727.0000      -2.8358      16.7001      278.8940   (    609)
   PERFORM                       2   NON-PROJ.PERFORM SCH           327.0000       0.0933      16.6471      277.1269   (   3505)

TGRADE                           4                                -3515.0000      -0.8517      19.1864      368.1181   (   4127)
   PERFORM                       1   PROJECT PERFORM SCHL           656.0000       0.7061      16.8245      283.0633   (    929)
   PERFORM                       2   NON-PROJ.PERFORM SCH         -4171.0000      -1.3043      19.7993      392.0122   (   3198)

TGRADE                           5                               -18044.0000      -4.2228      18.1119      328.0412   (   4273)
   PERFORM                       1   PROJECT PERFORM SCHL         -1629.0000      -1.7256      16.8163      282.7868   (    944)
   PERFORM                       2   NON-PROJ.PERFORM SCH        -16415.0000      -4.9309      18.4036      338.6923   (   3329)

TGRADE                           6                                 4237.0000       0.9077      14.7040      216.2081   (   4668)
   PERFORM                       1   PROJECT PERFORM SCHL           784.0000       0.7778      14.4346      208.3577   (   1008)
   PERFORM                       2   NON-PROJ.PERFORM SCH          3453.0000       0.9434      14.7791      218.4218   (   3660)

TGRADE                           7                                 6855.0000       1.6773      14.3604      206.2206   (   4087)
   PERFORM                       1   PROJECT PERFORM SCHL          3781.0000       5.8439      15.2136      231.4539   (    647)
   PERFORM                       2   NON-PROJ.PERFORM SCH          3074.0000       0.8936      14.0592      197.6601   (   3440)

TGRADE                           8                                 5516.0000       1.4624      11.1649      124.6544   (   3772)
   PERFORM                       1   PROJECT PERFORM SCHL           594.0000       0.9900      11.1301      123.8797   (    600)
   PERFORM                       2   NON-PROJ.PERFORM SCH          4922.0000       1.5517      11.1709      124.7898   (   3172)

TGRADE                           9                                 4494.0000       1.5249      15.2442      232.3846   (   2947)
   PERFORM                       1   PROJECT PERFORM SCHL          3015.0000       7.1277      18.5963      345.8225   (    423)
   PERFORM                       2   NON-PROJ.PERFORM SCH          1479.0000       0.5860      14.3999      207.3580   (   2524)

  TOTAL CASES =    73766
MISSING CASES =    45778 OR  62.1 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          10/25/84        PAGE  588
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE DINCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                 SUM             MEAN          STD DEV     SUM OF SQ            N

TGRADE                      3                       -1400.0000          -0.3403          16.6854  1145071.5780     (   4114)
TGRADE                      4                       -3515.0000          -0.8517          19.1364  1510855.2455     (   4127)
TGRADE                      5                      -18044.0000          -4.2228          18.1119  1401391.8998     (   4273)
TGRADE                      6                        4237.0000           0.9077          14.7040  1009043.2054     (   4668)
TGRADE                      7                        6855.0000           1.6773          14.3604   842617.3183     (   4087)
TGRADE                      8                        5516.0000           1.4624          11.1649   470071.6543     (   3772)
TGRADE                      9                        4494.0000           1.5249          15.2442   684604.9169     (   2947)
                                                    -------------------------------------------------------------------------
                       WITHIN GROUPS TOTAL          -1857.0000          -0.0663          15.8975  7071655.8182     (  27988)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                     *
           *                    A N A L Y S I S   O F   V A R I A N C E                          *
           *                                                                                     *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                     *
           *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE          F     SIG.  *
           *                                                                                     *
           *  BETWEEN GROUPS                 109805.970      6     18300.995      72.413  0.0     *
           *                                                                                     *
           *     LINEARITY                    35425.787      1     35425.787     140.172  0.0000  *
           *     DEV. FROM LINEARITY          74380.183      5     14876.037      58.861  0.0000  *
           *                                                                                     *
           *                          R   = 0.0702   R SQUARED    = 0.0049                        *
           *                                                                                     *
           *  WITHIN GROUPS                7071655.818  27981       252.731                        *
           *                                                                                     *
           *                          ETA = 0.1237   ETA SQUARED = 0.0153                         *
           *                                                                                     *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84         PAGE  589
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRF&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE      AGE93083
    BROKEN DOWN BY      TGRADE
                BY      PERFORM       PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE   VALUE LABEL                       SUM          MEAN        STD DEV      VARIANCE         N

FOR ENTIRE POPULATION                                          620299.9397       10.4871        2.7262        7.4322   (  59149)

TGRADE                         1                                78465.3691        7.1280        0.7158        0.5124   (  11008)
   PERFORM                     1   PROJECT PERFORM SCHL         11653.1124        7.1448        0.7223        0.5218   (   1631)
   PERFORM                     2   NON-PROJ.PERFORM SCH         66812.2566        7.1251        0.7147        0.5108   (   9377)

TGRADE                         2                                51792.8513        7.7130        0.5580        0.3114   (   6715)
   PERFORM                     1   PROJECT PERFORM SCHL          7565.7659        7.7360        0.5750        0.3306   (    978)
   PERFORM                     2   NON-PROJ.PERFORM SCH         44227.0854        7.7091        0.5550        0.3081   (   5737)

TGRADE                         3                                50755.1032        8.7509        0.5931        0.3518   (   5800)
   PERFORM                     1   PROJECT PERFORM SCHL          7703.5067        8.7739        0.6842        0.4682   (    878)
   PERFORM                     2   NON-PROJ.PERFORM SCH         43051.5965        8.7468        0.5753        0.3310   (   4922)

TGRADE                         4                                55245.9149        9.7988        0.6082        0.3699   (   5638)
   PERFORM                     1   PROJECT PERFORM SCHL         12477.2524        9.7861        0.5930        0.3516   (   1275)
   PERFORM                     2   NON-PROJ.PERFORM SCH         42768.6625        9.8026        0.6126        0.3753   (   4363)

TGRADE                         5                                64815.5843       10.8478        0.6354        0.4037   (   5975)
   PERFORM                     1   PROJECT PERFORM SCHL         14333.3770       10.8669        0.6415        0.4115   (   1319)
   PERFORM                     2   NON-PROJ.PERFORM SCH         50482.2073       10.8424        0.6336        0.4014   (   4656)

TGRADE                         6                                74184.8058       11.8468        0.6150        0.3783   (   6262)
   PERFORM                     1   PROJECT PERFORM SCHL         16510.6560       11.8611        0.5931        0.3519   (   1392)
   PERFORM                     2   NON-PROJ.PERFORM SCH         57674.1498       11.8427        0.6212        0.3858   (   4870)

TGRADE                         7                                81551.4895       12.8732        0.6606        0.4364   (   6335)
   PERFORM                     1   PROJECT PERFORM SCHL         12995.8848       12.8927        0.6455        0.4167   (   1008)
   PERFORM                     2   NON-PROJ.PERFORM SCH         68555.6047       12.8695        0.6634        0.4402   (   5327)

TGRADE                         8                                85425.9863       13.8544        0.6522        0.4254   (   6166)
   PERFORM                     1   PROJECT PERFORM SCHL         14056.5678       13.8762        0.6647        0.4418   (   1013)
   PERFORM                     2   NON-PROJ.PERFORM SCH         71369.4185       13.8501        0.6498        0.4222   (   5153)

TGRADE                         9                                78062.8352       14.8691        0.6751        0.4558   (   5250)
   PERFORM                     1   PROJECT PERFORM SCHL         12319.4135       14.9145        0.6700        0.4489   (    826)
   PERFORM                     2   NON-PROJ.PERFORM SCH         65743.4217       14.8606        0.6758        0.4567   (   4424)

  TOTAL CASES =     73766
MISSING CASES =     14617 OR   19.8 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                10/25/84       PAGE  590
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE AGE93083

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                    SUM          MEAN        STD DEV      SUM OF SQ        N

TGRADE                        1   PROJECT PERFORM SCHL     78465.3691       7.1280         0.7158     5640.1454   ( 11008)
TGRADE                        2                            51792.8513       7.7130         0.5580     2090.7014   (  6715)
TGRADE                        3                            50755.1032       8.7509         0.5931     2039.9496   (  5800)
TGRADE                        4                            55245.9149       9.7988         0.6082     2085.3752   (  5638)
TGRADE                        5                            64815.5843      10.8478         0.6354     2411.6029   (  5975)
TGRADE                        6                            74184.8058      11.8460         0.6150     2368.3983   (  6262)
TGRADE                        7                            81551.4895      12.8732         0.6606     2764.3948   (  6335)
TGRADE                        8                            85425.9863      13.8544         0.6522     2622.7510   (  6166)
TGRADE                        9                            78062.8352      14.8691         0.6751     2392.2705   (  5250)
                                                           ---------------------------------------------------------------
                           WITHIN GROUPS TOTAL            620299.9397      10.4871         0.6425    24415.5841   ( 59149)


            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                       *
            *                      A N A L Y S I S   O F   V A R I A N C E                          *
            *                                                                                       *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
            *                                                                                       *
            *  SOURCE                   SUM OF SQUARES  D.F.   MEAN SQUARE         F     SIG.       *
            *                                                                                       *
            *  BETWEEN GROUPS               415182.752     8     51897.844  125708.125  0.0         *
            *                                                                                       *
            *     LINEARITY                 414272.464     1    414272.464  **********  0.0         *
            *     DEV. FROM LINEARITY          910.288     7       130.041     314.989  0.0         *
            *                                                                                       *
            *                     R    = 0.9708   R SQUARED    = 0.9424                             *
            *                                                                                       *
            *  WITHIN GROUPS                 24415.584 59140         0.413                          *
            *                                                                                       *
            *                     ETA  = 0.9718   ETA SQUARED  = 0.9445                             *
            *                                                                                       *
            * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   10/25/84        PAGE  591
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE     P2NCE        PRE    T--CTBS COMPREHSN NCE
    BROKEN DOWN BY     PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE   VALUE LABEL                   SUM            MEAN         STD DEV        VARIANCE          N

FOR ENTIRE POPULATION                                      2848341.0000         48.2345         17.4509        304.5525    ( 59052)

PERFORM                         1   PROJECT PERFORM SCHL    393959.0000         46.9726         16.3710        268.0112    (  8387)
PERFORM                         2   NON-PROJ.PERFORM SCH   2454382.0000         48.4433         17.6147        310.2764    ( 50665)

   TOTAL CASES =     73766
MISSING CASES =     14714 OR   19.9 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              10/25/84        PAGE  592
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE P2NCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                   SUM            MEAN        STD DEV     SUM OF SQ          N

PERFORM                        1  PROJECT PERFORM SCHL  393959.0000         46.9726        16.3710  2247541.6926   (    8387)
PERFORM                        2  NON-PROJ.PERFORM SCH 2454382.0000         48.4433        17.6147 15719843.6176   (   50665)
                                                         ===============================================================
                           WITHIN GROUPS TOTAL        2848341.0000         48.2345        17.4435 17967385.3102   (   59052)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                               *
          *                      A N A L Y S I S   O F   V A R I A N C E                  *
          *                                                                               *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                               *
          *   SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE        F    SIG.  *
          *                                                                               *
          *   BETWEEN GROUPS                15565.669      1     15565.669    51.157  0.0000  *
          *                                                                               *
          *              WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR          *
          *                                                                               *
          *   WITHIN GROUPS              17967385.310  59050       304.274                   *
          *                                                                               *
          *                          ETA = 0.0299   ETA SQUARED = 0.0009                   *
          *                                                                               *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84         PAGE  593
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE(1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - -
CRITERION VARIABLE    T2NCE        POST  T--CTBS COMPREHSION NCE %TILE SCR
    BROKEN DOWN BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE  VALUE LABEL                  SUM          MEAN         STD DEV      VARIANCE       N

FOR ENTIRE POPULATION                                   2631645.0000       48.4676        16.9696      287.9662   (  54297)

PERFORM                        1   PROJECT PERFORM SCHL  382526.0000       48.7356        15.8931      252.5903   (   7849)
PERFORM                        2   NON-PROJ.PERFORM SCH 2249119.0000       48.4223        17.1445      293.9356   (  46448)

  TOTAL CASES =    73766
MISSING CASES =    19469 OR   26.4 PCT.
```

BEST COPY AVAILABLE

628

627

```
CRITERION VARIABLE T2NCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE  VALUE LABEL                      SUM            MEAN          STD DEV     SUM OF SQ            N

PERFORM                            1  PROJECT PERFORM SCHL  382526.0000         48.7356          15.8931  1982328.4429      (    7849)
PERFORM                            2  NON-PROJ.PERFORM SCH 2249119.0000         48.4223          17.1445 13652425.5814      (   46448)
                                                                            ===============================================================
                              WITHIN GROUPS TOTAL          2631645.0000         48.4676          16.9694 15634754.0243      (   54297)


                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                  *                                                                                         *
                  *                      A N A L Y S I S   O F   V A R I A N C E                            *
                  *                                                                                         *
                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                  *                                                                                         *
                  *  SOURCE                    SUM OF SQUARES    D.F.   MEAN SQUARE          F       SIG.     *
                  *                                                                                         *
                  *  BETWEEN GROUPS                   659.209       1       659.209      2.289   0.1304     *
                  *                                                                                         *
                  *            WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                     *
                  *                                                                                         *
                  *  WITHIN GROUPS               15634754.024   54295       287.959                         *
                  *                                                                                         *
                  *                 ETA = 0.0065    ETA SQUARED = 0.0000                                    *
                  *                                                                                         *
                  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          10/25/84        PAGE  595
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - -
CRITERION VARIABLE    D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE
    BROKEN DOWN BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                     SUM           MEAN         STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                       -31138.0000        -0.7862         15.1771      230.3457   (  39608)

PERFORM                          1  PROJECT PERFORM SCHL      2690.0000         0.4582         14.8455      220.3887   (   5871)
PERFORM                          2  NON-PROJ.PERFORM SCH    -33828.0000        -1.0027         15.2240      231.7687   (  33737)

  TOTAL CASES =    73766
MISSING CASES =    34158 OR  46.3 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                       10/25/84        PAGE  596
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE D2NCE

- - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                  SUM          MEAN      STD DEV    SUM OF SQ          N

PERFORM                      1  PROJECT PERFORM SCHL    2690.0000       0.4582      14.8455  1293681.4842   (   5871)
PERFORM                      2  NON-PROJ.PERFORM SCH  -33828.0000      -1.0027      15.2240  7818948.7545   (  33737)
                                                      ===============================================================
                        WITHIN GROUPS TOTAL           -31138.0000      -0.7862      15.1685  9112630.2388   (  39608)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                     *
         *                    A N A L Y S I S   O F   V A R I A N C E                          *
         *                                                                                     *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                     *
         *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG.  *
         *                                                                                     *
         *  BETWEEN GROUPS                10672.488      1     10672.488     46.386   0.0000   *
         *                                                                                     *
         *             WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                *
         *                                                                                     *
         *  WITHIN GROUPS               9112630.239  39606       230.082                       *
         *                                                                                     *
         *                          ETA = 0.0342   ETA SQUARED = 0.0012                        *
         *                                                                                     *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                        10/25/84         PAGE  597
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    PINCE       PRE   T  CTBS VOCABULRY NCE
    BROKEN DOWN BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                    SUM            MEAN        STD DEV      VARIANCE          N

FOR ENTIRE POPULATION                                     2316163.0000         49.1358        18.2320      332.4041    (  47138)

PERFORM                          1  PROJECT PERFORM SCHL   324375.0000         48.5156        17.1775      295.0674    (   6686)
PERFORM                          2  NON-PROJ.PERFORM SCH 1991788.0000         49.2383        18.3986      338.5085    (  40452)

  TOTAL CASES =    73766
MISSING CASES =    26628 OR   36.1 PCT.
```

BEST COPY AVAILABLE

```
CRITERION VARIABLE PINCE

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                   SUM          MEAN        STD DEV     SUM OF SQ          N

PERFORM                          1  PROJECT PERFORM SCHL  324375.0000       48.5156        17.1775  1972525.8823  (    6686)
PERFORM                          2  NON-PROJ.PERFORM SCH 1991788.0000       49.2383        18.3986 13693008.7193  (   40452)
                                                         ================================================================
                            WITHIN GROUPS TOTAL          2316163.0000       49.1350        18.2304 15665534.6016  (   47138)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                               *
           *                       A N A L Y S I S   O F   V A R I A N C E                 *
           *                                                                               *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                               *
           *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.  *
           *                                                                               *
           *  BETWEEN GROUPS               2997.189      1      2997.189    9.018  0.0027  *
           *                                                                               *
           *          WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR             *
           *                                                                               *
           *  WITHIN GROUPS            15665534.602  47136       332.348                  *
           *                                                                               *
           *                   ETA = 0.0138   ETA SQUARED = 0.0002                         *
           *                                                                               *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84          PAGE  599
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    TINCE        POST  T  CTBS VOCABULRY NCE
    BROKEN DOWN BY    PERFORM      PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                      CODE  VALUE LABEL                   SUM            MEAN        STD DEV       VARIANCE        N

FOR ENTIRE POPULATION                                       2420442.0000        50.1013        18.2350       332.5150   (  48311)

PERFORM                          1  PROJECT PERFORM SCHL     355218.0000        51.0664        17.3556       301.2174   (   6956)
PERFORM                          2  NON-PROJ.PERFORM SCH    2065224.0000        49.9389        18.3740       337.6037   (  41355)

  TOTAL CASES =    73766
MISSING CASES =    25455 OR   34.5 PCT.
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                       10/25/84        PAGE  600
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE TINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE  VALUE LABEL                     SUM              MEAN          STD DEV    SUM OF SQ             N

PERFORM                            1  PROJECT PERFORM SCHL  355218.0000           51.0664          17.3556  2094967.3151   (   6956)
PERFORM                            2  NON-PROJ.PERFORM SCH 2065224.0000           49.9389          18.3740 13961263.7097   (  41355)
                                                          =============================================================================
                              WITHIN GROUPS TOTAL          2420442.0000           50.1013          18.2309 16056231.0248   (  48311)


                   * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                   *                                                                                 *
                   *                      A N A L Y S I S   O F   V A R I A N C E                   *
                   *                                                                                 *
                   * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                   *                                                                                 *
                   *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG. *
                   *                                                                                 *
                   *  BETWEEN GROUPS                7569.608      1      7569.608      22.775  0.0000 *
                   *                                                                                 *
                   *           WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR              *
                   *                                                                                 *
                   *  WITHIN GROUPS             16056231.025  48309       332.365                    *
                   *                                                                                 *
                   *                        ETA = 0.0217   ETA SQUARED = 0.0005                      *
                   *                                                                                 *
                   * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                 10/25/84        PAGE  601
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - D E S C R I P T I O N   O F   S U B P O P U L A T I O N S - - - - - - - - - - - - - - - -
CRITERION VARIABLE   DINCE       GAIN OR LOSS--CTBS VOCABULAPY NCE
    BROKEN DOWN BY   PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUE LABEL                   SUM          MEAN         STD DEV       VARIANCE        N

FOR ENTIRE POPULATION                                   -18668.0000       -0.5369         15.8327       250.6752   (  34772)

PERFORM                        1  PROJECT PERFORM SCHL    5474.0000        1.0609         16.0293       256.9380   (   5160)
PERFORM                        2  NON-PROJ.PERFORM SCH  -24142.0000       -0.8153         15.7820       249.0702   (  29612)

  TOTAL CASES =    73766
MISSING CASES =    38994 OR  52.9 PCT.
```

BEST COPY AVAILABLE

BEST COPY AVAILABLE

```
CRITERION VARIABLE DINCE

- - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE  VALUF LABEL                     SUM            MEAN         STD DEV    SUM OF SQ            N

PERFORM                        1  PROJECT PERFORM SCHL      5474.0000          1.0609         16.0293 1325542.8922   (   5160)
PERFORM                        2  NON-PPOJ.PERFORM SCH    -24142.0000         -0.8153         15.7820 7375217.5684   (  29612)
                                                         -------------------------------------------------------------------
                          WITHIN GROUPS TOTAL             -18668.0000         -0.5369         15.8189 8700760.4607   (  34772)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                   A N A L Y S I S   O F   V A R I A N C E                         *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                  SUM OF SQUARES   D.F.  MEAN SQUARE        F      SIG.    *
          *                                                                                   *
          *  BETWEEN GROUPS               15467.274      1     15467.274     61.810  0.0      *
          *                                                                                   *
          *           WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR                *
          *                                                                                   *
          *  WITHIN GROUPS              8700760.461  34770       250.238                        *
          *                                                                                   *
          *                        ETA = 0.0421   ETA SQUARED = 0.0018                        *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          10/25/84        PAGE  603
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PPPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - -  D E S C R I P T I O N   O F   S U B P O P U L A T I O N S  - - - - - - - - - - - - - - - -
CRITERION VARIABLE    AGE93083
    BROKEN DOWN BY    PERFORM     PROJECT PERFORM SCHOOL DESIGNATION VAR.
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                  CODE  VALUE LABEL                   SUM          MEAN        STD DEV      VARIANCE        N

FOR ENTIRE POPULATION                                    843133.7840      11.6479       3.5097       12.3177   (  72385)

PERFORM                     1   PROJECT PERFORM SCHL  110350.4005      10.6454       2.6133        6.8295   (  10366)
PERFORM                     2   NON-PROJ.PERFORM SCH  732783.3835      11.8155       3.6110       13.0391   (  62019)

   TOTAL CASES =     73766
MISSING CASES =      1381 OR    1.9 PCT.
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
CRITERION VARIABLE AGE93083

- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                 CODE  VALUE LABEL                  SUM          MEAN      STD DEV     SUM OF SQ        N

PERFORM                     1  PROJECT PERFORM SCHL  110350.4005       10.6454       2.6133    70787.8562   (  10366)
PERFORM                     2  NON-PROJ.PERFORM SCH  732783.3835       11.8155       3.6110   808657.4368   (  62019)
                                                    ================================================================
                        WITHIN GROUPS TOTAL          843133.7840       11.6479       3.4857   879445.2930   (  72385)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         *                      A N A L Y S I S   O F   V A R I A N C E                      *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                   *
         *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG. *
         *                                                                                   *
         *  BETWEEN GROUPS               12158.917      1     12158.917   1000.743  0.0000   *
         *                                                                                   *
         *              WITH FEWER THAN THREE GROUPS, THE RELATIONSHIP IS LINEAR             *
         *                                                                                   *
         *  WITHIN GROUPS               879445.293  72383        12.150                      *
         *                                                                                   *
         *                     ETA = 0.1168   ETA SQUARED = 0.0136                           *
         *                                                                                   *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

BEST COPY AVAILABLE

- APPENDIX G -

SUMMARY OF t-TESTS

1982-83
PROJECT AND NON-PROJECT SCHOOLS

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    07/17/84          PAGE   80
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ            1. PROJECT PERFORM SCHOOLS-TOTAL
GROUP 2 - PERFORM  EQ            2. NON-PROJECT PERFORM SCHOOLS-TOTAL
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                           *         *                          *
VARIABLE          NUMBER              STANDARD   STANDARD  *   F    2-TAIL *   T   DEGREES OF 2-TAIL *   T    DEGREES OF   2-TAIL
                 OF CASES     MEAN    DEVIATION    ERROR   * VALUE  PROB.  * VALUE  FREEDOM   PROB.  * VALUE   FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE   T  CTBS VOCABULRY NCE                    *               *                         *
     GROUP 1     6228     45.0021     16.477      0.209    *               *                         *
                                                           *  1.15  0.000  *  -4.15  38808    0.000  *  -4.35   9177.37      0.000
     GROUP 2    32582     46.0042     17.660      0.098    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE   T--CTBS COMPREHSN NCE                    *               *                         *
     GROUP 1     7796     44.8434     16.655      0.189    *               *                         *
                                                           *  1.14  0.000  *  -6.16  49264    0.000  *  -6.44  11392.33      0.000
     GROUP 2    41470     46.1815     17.775      0.087    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST  T  CTBS VOCABULRY NCE                    *               *                         *
     GROUP 1     6731     48.1298     17.297      0.211    *               *                         *
                                                           *  1.12  0.000  *  -1.51  42606    0.131  *  -1.57   9775.75      0.116
     GROUP 2    35877     48.4940     18.309      0.097    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST  T--CTBS COMPREHENSION NCE %TILE SCR      *               *                         *
     GROUP 1     7554     46.4936     16.165      0.186    *               *                         *
                                                           *  1.15  0.000  *  -1.41  47550    0.159  *  -1.48  11102.54      0.140
     GROUP 2    39998     46.7969     17.360      0.087    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE              *               *                         *
     GROUP 1     5052      2.4899     14.912      0.210    *               *                         *
                                                           *  1.04  0.062  *   3.47  30647    0.001  *   3.52   7280.85      0.000
     GROUP 2    25597      1.6788     15.220      0.095    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE           *               *                         *
     GROUP 1     5738      1.1497     14.880      0.196    *               *                         *
                                                           *  1.07  0.001  *   4.29  35107    0.000  *   4.38   8309.14      0.000
     GROUP 2    29371      0.2036     15.375      0.090    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
AGE93083                                                   *               *                         *
     GROUP 1     9616     11.5351      2.496      0.025    *               *                         *
                                                           *  1.85  0.0    * -24.17  61735    0.000  * -29.78  16939.44      0.000
     GROUP 2    52121     12.4131      3.396      0.015    *               *                         *
                                                           *               *                         *
-------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
RANSPACE REQUIRED..      100 BYTES
     1 TRANSFORMATIONS
     0 RECODE VALUES + LAG VARIABLES
    11 IF/COMPUTE OPERATIONS

LAPSED TIME REQUIRED..  978.17 SECONDS


                540 *SELECT IF      (CSCHLEV EQ 3)
                541 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84          PAGE   82
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APP

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ              1. PROJECT PERFORM SCHOOLS-ELEMENTARY
GROUP 2 - PERFORM  EQ              2. NON-PROJECT PERFORM SCHOOLS-ELEMENTARY
                                                                   * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                      *            *                          *
VARIABLE          NUMBER              STANDARD   STANDARD  *   F    2-TAIL  *    T   DEGREES OF  2-TAIL *    T    DEGREES OF   2-TAIL
                 OF CASES     MEAN    DEVIATION    ERROR   * VALUE  PROB.   *  VALUE   FREEDOM   PROB.  *  VALUE    FREEDOM     PROB.
---------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE    T  CTBS VOCABULRY NCE                   *                *                           *
      GROUP 1    4285      46.4560     17.022     0.260    *                *                           *
                                                           *  1.12  0.000   *  -7.50  21413     0.000   *  -7.77   6893.67      0.000
      GROUP 2   17130      48.7416     18.041     0.138    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST   T  CTBS VOCABULRY NCE                   *                *                           *
      GROUP 1    5028      49.3657     17.514     0.247    *                *                           *
                                                           *  1.06  0.007   *  -7.78  26322     0.000   *  -7.93   7748.20      0.000
      GROUP 2   21296      51.5362     18.046     0.124    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE              *                *                           *
      GROUP 1    3647       2.1198     15.547     0.257    *                *                           *
                                                           *  1.13  0.000   *   1.49  18268     0.137   *   1.54   5864.24      0.123
      GROUP 2   14623       1.6709     16.492     0.136    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE    T--CTBS COMPREHSN NCE                   *                *                           *
      GROUP 1    5950      46.5128     16.902     0.219    *                *                           *
                                                           *  1.10  0.000   * -10.77  32977     0.000   * -11.10   9055.25      0.000
      GROUP 2   27029      49.2226     17.709     0.108    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST   T--CTBS COMPREHENSION NCE %TILE SCR     *                *                           *
      GROUP 1    5904      47.5605     16.566     0.216    *                *                           *
                                                           *  1.10  0.000   *  -9.98  32178     0.000   * -10.28   9046.19      0.000
      GROUP 2   26276      50.0340     17.346     0.107    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE           *                *                           *
      GROUP 1    4370       0.4968     15.416     0.233    *                *                           *
                                                           *  1.10  0.000   *   1.88  23171     0.060   *   1.93   6787.55      0.053
      GROUP 2   18903      -0.0089     16.176     0.118    *                *                           *
                                                           *                *                           *
---------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84          PAGE   83
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.

TRANSPACE REQUIRED..       100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED.. 1138.04 SECONDS


                542 *SELECT IF      (CSCHLEV EQ 4)
                543 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84         PAGE    84
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM   EQ          1. PROJECT PERFORM SCHOOLS - JUNIOR HIGH
GROUP 2 - PERFORM   EQ          2. NON-PROJECT PERFORM SCHOOLS - JUNIOR HIGH
                                                                                  * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                *                 *                          *
VARIABLE           NUMBER                   STANDARD    STANDARD *    F    2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
                  OF CASES     MEAN        DEVIATION      ERROR  *  VALUE  PROB.  *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM    PROB.
-----------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE    T  CTBS VOCABULRY NCE                          *                *                          *
      GROUP 1     2257      42.8175     14.996       0.316       *                *                          *
                                                                 *   1.24  0.000  *  -4.98  12821     0.000  *  -5.33   3556.72     0.000
      GROUP 2    10566      44.7113     16.703       0.162       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST   T  CTBS VOCABULRY NCE                          *                *                          *
      GROUP 1     2073      46.0154     16.550       0.363       *                *                          *
                                                                 *   1.02  0.608  *   0.12  12025     0.905  *   0.12   3015.44     0.904
      GROUP 2     9954      45.9673     16.698       0.167       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                     *                *                          *
      GROUP 1     1624       3.4144     13.017       0.323       *                *                          *
                                                                 *   1.18  0.000  *   6.78   9197     0.000  *   6.42   2248.69     0.000
      GROUP 2     7575       1.1599     11.968       0.138       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE    T--CTBS COMPREHSN NCE                          *                *                          *
      GROUP 1     2256      41.2527     15.262       0.321       *                *                          *
                                                                 *   1.24  0.000  *  -3.95  12820     0.000  *  -4.23   3554.53     0.000
      GROUP 2    10566      42.7826     16.998       0.165       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST   T--CTBS COMPREHSION NCE %TILE SCR              *                *                          *
      GROUP 1     2073      44.2055     14.968       0.329       *                *                          *
                                                                 *   1.14  0.000  *   3.37  12026     0.001  *   3.52   3134.12     0.000
      GROUP 2     9955      42.9189     15.970       0.160       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE                  *                *                          *
      GROUP 1     1623       2.7899     13.081       0.325       *                *                          *
                                                                 *   1.06  0.171  *   8.00   9196     0.000  *   8.14   2411.84     0.000
      GROUP 2     7575      -0.1360     13.436       0.154       *                *                          *
                                                                 *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..       100 BYTES
        1 TRANSFORMATIONS
        0 RECODE VALUES + LAG VARIABLES
        3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  752.72 SECONDS


                 544 *SELECT IF        (TGRADE EQ 1)
                 545 T-TEST            GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   07/17/84         PAGE   86
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                          * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                           *              *                          *
VARIABLE          NUMBER              STANDARD    STANDARD *   F   2-TAIL *   T    DEGREES OF 2-TAIL *   T     DEGREES OF  2-TAIL
                 OF CASES     MEAN   DEVIATION       ERROR * VALUE  PROB. * VALUE   FREEDOM    PROB. * VALUE    FREEDOM     PROB.
---------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                     *              *                          *
     GROUP 1         0        0.0        0.0         0.0   *              *                          *
                                                           *  0.0  1.000  *  0.0       0      1.000  *  0.0       0.0       1.000
     GROUP 2         0        0.0        0.0         0.0   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                     *              *                          *
     GROUP 1         0        0.0        0.0         0.0   *              *                          *
                                                           *  0.0  1.000  *  0.0       0      1.000  *  0.0       0.0       1.000
     GROUP 2         0        0.0        0.0         0.0   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE               *              *                          *
     GROUP 1         0        0.0        0.0         0.0   *              *                          *
                                                           *  0.0  1.000  *  0.0       0      1.000  *  0.0       0.0       1.000
     GROUP 2         0        0.0        0.0         0.0   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                     *              *                          *
     GROUP 1       833    51.7671     16.173       0.560   *              *                          *
                                                           *  1.10  0.071 * -3.08    5979     0.002  * -3.19   1149.34      0.001
     GROUP 2      5148    53.7102     16.980       0.237   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR         *              *                          *
     GROUP 1       876    53.2272     16.824       0.568   *              *                          *
                                                           *  1.01  0.849 * -5.48    5954     0.000  * -5.46   1193.55      0.000
     GROUP 2      5080    56.5839     16.747       0.235   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE            *              *                          *
     GROUP 1       111    16.2432     18.606       1.766   *              *                          *
                                                           *  1.02  0.945 * -1.67     701     0.094  * -1.68    154.82      0.094
     GROUP 2       592    19.4865     18.748       0.771   *              *                          *
                                                           *              *                          *
---------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..        100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  698.27 SECONDS


                   546 *SELECT IF      (TGRADE EQ 2)
                   547 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE


 ***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                        07/17/84        PAGE   88
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ        1.
GROUP 2 - PERFORM  EQ        2.
                                                                  * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                        *                 *                            *
VARIABLE          NUMBER                STANDARD   STANDARD  *   F    2-TAIL *   T    DEGREES OF 2-TAIL *   T    DEGREES OF  2-TAIL
                 OF CASES     MEAN     DEVIATION     ERROR   * VALUE  PROB.  * VALUE   FREEDOM   PROB.  * VALUE   FREEDOM    PROB.
--------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                       *               *                          *
     GROUP 1         0        0.0        0.0        0.0      *               *                          *
                                                             *  0.0   1.000  *  0.0       0     1.000   *  0.0      0.0       1.000
     GROUP 2         0        0.0        0.0        0.0      *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                       *               *                          *
     GROUP 1       742      50.5175     15.836      0.581    *               *                          *
                                                             *  1.06  0.313  * -5.63    5222    0.000   * -5.52    987.28     0.000
     GROUP 2      4482      53.9701     15.403      0.230    *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                 *               *                          *
     GROUP 1         0        0.0        0.0        0.0      *               *                          *
                                                             *  0.0   1.000  *  0.0       0     1.000   *  0.0      0.0       1.000
     GROUP 2         0        0.0        0.0        0.0      *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                       *               *                          *
     GROUP 1       833      51.7671     16.173      0.560    *               *                          *
                                                             *  1.10  0.071  * -3.08    5979    0.002   * -3.19   1149.34     0.001
     GROUP 2      5148      53.7102     16.980      0.237    *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHENSION NCE XTILE SCR         *               *                          *
     GROUP 1       742      49.0674     15.568      0.572    *               *                          *
                                                             *  1.16  0.011  * -4.40    5222    0.000   * -4.64   1045.44     0.000
     GROUP 2      4482      51.95[illegible]     16.740      0.250    *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE              *               *                          *
     GROUP 1       612      -6.1193     14.367      0.581    *               *                          *
                                                             *  1.24  0.001  * -1.12    4193    0.263   * -1.21    890.44     0.227
     GROUP 2      3583      -5.3464     15.998      0.267    *               *                          *
                                                             *               *                          *
--------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..       100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  628.09 SECONDS


               548 *SELECT IF       (TGRADE EQ 3)
               549 T-TEST           GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          07/17/84        PAGE   90
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                              * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                             *                *                          *
VARIABLE           NUMBER              STANDARD    STANDARD  *    F   2-TAIL  *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                  OF CASES     MEAN   DEVIATION      ERROR   * VALUE  PROB.   * VALUE   FREEDOM   PROB.  * VALUE    FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                       *                *                          *
     GROUP 1       681     50.4258     16.253       0.623    *                *                          *
                                                             *  1.01  0.869   *  -2.22   5176     0.027  *  -2.21    896.42      0.027
     GROUP 2      4497     51.9013     16.182       0.241    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                       *                *                          *
     GROUP 1       681     51.7988     18.601       0.713    *                *                          *
                                                             *  1.02  0.772   *  -4.32   5003     0.000  *  -4.35    911.81      0.000
     GROUP 2      4324     55.1376     18.766       0.285    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                 *                *                          *
     GROUP 1       587      0.5724     16.333       0.674    *                *                          *
                                                             *  1.05  0.418   *  -2.07   4250     0.039  *  -2.11    796.83      0.035
     GROUP 2      3665      2.1124     16.765       0.277    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                       *                *                          *
     GROUP 1       680     47.5118     17.073       0.655    *                *                          *
                                                             *  1.00  0.947   *  -3.95   5176     0.000  *  -3.94    896.03      0.000
     GROUP 2      4498     50.2815     17.047       0.254    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHENSION NCE %TILE SCR         *                *                          *
     GROUP 1       680     48.2338     18.351       0.704    *                *                          *
                                                             *  1.19  0.002   *  -3.20   5002     0.001  *  -3.00    867.43      0.003
     GROUP 2      4324     50.4792     16.801       0.255    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE              *                *                          *
     GROUP 1       586      0.0853     15.412       0.637    *                *                          *
                                                             *  1.04  0.552   *   1.46   4253     0.144  *   1.48    791.86      0.139
     GROUP 2      3669     -0.9327     15.712       0.259    *                *                          *
                                                             *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..        100 BYTES
       1 TRANSFORMATIONS
       0 RECODE VALUES + LAG VARIABLES
       3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  699.51 SECONDS


               550 *SELECT IF      (TGRADE EQ 4)
               551 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84  *     PAGE   92
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                               * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                      *                *                         *
VARIABLE        NUMBER               STANDARD    STANDARD  *    F   2-TAIL  *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
              OF CASES    MEAN   DEVIATION       ERROR   * VALUE  PROB.  * VALUE   FREEDOM   PROB. * VALUE    FREEDOM    PROB.
-------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                  *               *                          *
     GROUP 1     1104     47.5245     16.953      0.510  *               *                          *
                                                        *  1.20  0.000  *  -4.93   5185     0.000  *  -5.20  1883.12      0.000
     GROUP 2     4083     50.5775     18.591      0.291  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                  *               *                          *
     GROUP 1     1178     51.4728     18.088      0.527  *               *                          *
                                                        *  1.14  0.005  *  -1.51   5293     0.131  *  -1.57  2011.24      0.117
     GROUP 2     4117     52.4236     19.338      0.301  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE            *               *                          *
     GROUP 1      967      4.1386     17.382      0.559  *               *                          *
                                                        *  1.15  0.008  *   3.03   4458     0.002  *   3.16  1633.04      0.002
     GROUP 2     3493      2.1125     18.638      0.315  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                  *               *                          *
     GROUP 1     1104     46.8877     16.024      0.482  *               *                          *
                                                        *  1.11  0.027  *  -3.97   5185     0.000  *  -4.09  1822.58      0.000
     GROUP 2     4083     49.1391     16.910      0.265  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR      *               *                          *
     GROUP 1     1178     44.6825     16.502      0.481  *               *                          *
                                                        *  1.15  0.003  *  -1.99   5294     0.046  *  -2.07  2016.64      0.039
     GROUP 2     4118     45.8303     17.699      0.276  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE         *               *                          *
     GROUP 1      967     -2.4509     15.030      0.483  *               *                          *
                                                        *  1.05  0.360  *   1.40   4458     0.162  *   1.42  1571.80      0.157
     GROUP 2     3493     -[illegible].2285     15.393      0.260  *               *                          *
                                                        *               *                          *
-------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
ANSPACE REQUIRED..       100 BYTES
     1 TRANSFORMATIONS
     0 RECODE VALUES + LAG VARIABLES
     3 IF/COMPUTE OPERATIONS

APSED TIME REQUIRED..  562.76 SECONDS


               552 *SELECT IF      (TGRADE EQ 5)
               553 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

**** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84        PAGE    94
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                            * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                              *                   *                          *
VARIABLE          NUMBER                 STANDARD    STANDARD *   F    2-TAIL     *   T    DEGREES OF 2-TAIL *   T     DEGREES OF   2-TAIL
                 OF CASES      MEAN     DEVIATION      ERROR  * VALUE   PROB.     * VALUE   FREEDOM    PROB. * VALUE    FREEDOM      PROB.
-----------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE    T  CTBS VOCABULRY NCE                      *                   *                          *
       GROUP 1    1321     47.1067     17.490       0.481     *                   *                          *
                                                              *  1.12   0.012     * -1.82   5855     0.069   * -1.87   2251.55      0.061
       GROUP 2    4536     48.1451     18.507       0.275     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST   T  CTBS VOCABULRY NCE                      *                   *                          *
       GROUP 1    1298     47.6402     18.742       0.520     *                   *                          *
                                                              *  1.01   0.762     *  0.17   5657     0.867   *  0.17   2140.04      0.866
       GROUP 2    4361     47.5402     18.873       0.286     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D1NCE        GAIN OR LOSS--CTBS VOCABULARY NCE                *                   *                          *
       GROUP 1    1112     -0.3912     15.723       0.472     *                   *                          *
                                                              *  1.09   0.067     *  1.71   4899     0.088   *  1.75   1881.79      0.081
       GROUP 2    3789     -1.3386     16.443       0.267     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE    T--CTBS COMPREHSN NCE                      *                   *                          *
       GROUP 1    1321     42.5625     16.791       0.462     *                   *                          *
                                                              *  1.04   0.334     * -1.04   5853     0.299   * -1.05   2186.44      0.294
       GROUP 2    4534     43.1167     17.158       0.255     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST   T--CTBS COMPREHENSION NCE %TILE SCR        *                   *                          *
       GROUP 1    1298     45.9422     17.216       0.478     *                   *                          *
                                                              *  1.09   0.049     * -0.89   5658     0.374   * -0.91   2208.79      0.362
       GROUP 2    4362     46.4434     18.002       0.273     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D2NCE        GAIN OR LOSS--CTBS COMPREHENSION NCE             *                   *                          *
       GROUP 1    1112      2.6305     15.685       0.470     *                   *                          *
                                                              *  1.02   0.658     * -0.49   4899     0.625   * -0.49   1829.21      0.626
       GROUP 2    3789      2.9002     15.857       0.258     *                   *                          *
                                                              *                   *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
OARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    07/17/84        PAGE   95
2-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.

RANSPACE REQUIRED..        100 BYTES
     1 TRANSFORMATIONS
     0 RECODE VALUES + LAG VARIABLES
     3 IF/COMPUTE OPERATIONS

LAPSED TIME REQUIRED..  562.93 SECONDS


               554 *SELECT IF        (TGRADE EQ 6)
               555 T-TEST            GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                      07/17/84          PAGE    96
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 07/17/84)    1981-82 PRE1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ           1.
GROUP 2 - PERFORM  EQ           2.
                                                                              * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                              *                  *                          *
VARIABLE          NUMBER                 STANDARD    STANDARD *    F   2-TAIL    *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
                 OF CASES      MEAN     DEVIATION      ERROR  *  VALUE  PROB.    *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM    PROB.
------------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE    T  CTBS VOCABULRY NCE                      *                  *                          *
      GROUP 1      1173    42.1790     16.370       0.478     *                  *                          *
                                                              *   1.26  0.000    *  -4.77   5718     0.000  *  -5.10   2001.28     0.000
      GROUP 2      4547    44.9844     18.356       0.272     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST   T  CTBS VOCABULRY NCE                      *                  *                          *
      GROUP 1      1130    46.7965     15.204       0.452     *                  *                          *
                                                              *   1.14  0.005    *  -3.99   5459     0.000  *  -4.16   1860.92     0.000
      GROUP 2      4331    48.9386     16.268       0.247     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE                 *                  *                          *
      GROUP 1       981     3.9021     12.079       0.386     *                  *                          *
                                                              *   1.26  0.000    *   0.61   4848     0.539  *   0.66   1662.91     0.511
      GROUP 2      3869     3.6110     13.556       0.218     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE    T--CTBS COMPREHSN NCE                      *                  *                          *
      GROUP 1      1173    42.3623     16.775       0.490     *                  *                          *
                                                              *   1.21  0.000    *  -4.14   5718     0.000  *  -4.38   1970.78     0.000
      GRUUP 2      4547    44.8219     18.479       0.274     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST   T--CTBS COMPREHENSION NCE %TILE SCR        *                  *                          *
      GROUP 1      1131    46.6145     13.805       0.410     *                  *                          *
                                                              *   1.27  0.000    *  -2.62   5461     0.009  *  -2.81   1947.58     0.005
      GROUP 2      4332    47.9455     15.556       0.236     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE              *                  *                          *
      GROUP 1       982     3.5631     13.028       0.416     *                  *                          *
                                                              *   1.16  0.005    *   1.82   4850     0.069  *   1.90   1606.57     0.058
      GROUP 2      3870     2.6649     14.015       0.225     *                  *                          *
                                                              *                  *                          *
------------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
SPACE REQUIRED..        600 BYTES
  1 TRANSFORMATIONS
  0 RECODE VALUES + LAG VARIABLES
  3 IF/COMPUTE OPERATIONS

SED TIME REQUIRED..  562.73 SECONDS


             556 *SELECT IF      (TGRADE EQ 7)
             557 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  07/17/84        PAGE   98
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                           * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                              *                                *
VARIABLE          NUMBER                STANDARD    STANDARD  *    F    2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                 OF CASES      MEAN    DEVIATION      ERROR   *  VALUE  PROB.  *  VALUE  FREEDOM   PROB.  *  VALUE   FREEDOM     PROB.
-----------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                        *                *                          *
       GROUP 1      911      44.4193      14.498      0.480   *                *                          *
                                                              *   1.25  0.000  *  -4.48    5626     0.000 *  -4.83   1385.17     0.000
       GROUP 2     4717      47.0025      16.183      0.236   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                        *                *                          *
       GROUP 1      903      47.0033      16.319      0.543   *                *                          *
                                                              *   1.03  0.638  *   0.95    5301     0.343 *   0.96   1309.65     0.340
       GROUP 2     4400      46.4325      16.524      0.249   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                  *                *                          *
       GROUP 1      748       3.2152      12.481      0.456   *                *                          *
                                                              *   1.16  0.008  *   7.65    4368     0.000 *   7.29   1030.02     0.000
       GROUP 2     3622      -0.3962      11.590      0.193   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                        *                *                          *
       GROUP 1      911      44.4468      14.676      0.486   *                *                          *
                                                              *   1.19  0.001  *  -3.54    5626     0.000 *  -3.76   1364.41     0.000
       GROUP 2     4717      46.4732      16.041      0.234   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR            *                *                          *
       GROUP 1      903      44.1296      14.594      0.486   *                *                          *
                                                              *   1.13  0.017  *   2.36    5302     0.018 *   2.46   1355.60     0.014
       GROUP 2     4401      42.8041      15.542      0.234   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE               *                *                          *
       GROUP 1      748      -0.2032      12.091      0.442   *                *                          *
                                                              *   1.05  0.383  *   6.92    4368     0.000 *   7.03   1096.13     0.000
       GROUP 2     3622      -3.6331      12.401      0.206   *                *                          *
                                                              *                *                          *
-----------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
D OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                          07/17/84        PAGE   99
  DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.

SPACE REQUIRED..      100 BYTES
   1 TRANSFORMATIONS
   0 RECODE VALUES + LAG VARIABLES
   3 IF/COMPUTE OPERATIONS

SED TIME REQUIRED..  562.99 SECONDS



             558 *SELECT IF      (TGRADE EQ 8)
             559 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                        07/17/84          PAGE  100
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR  (CREATION DATE = 07/17/84)    1981-82 PRE(1982-83 POST CTBS READING WITH 1982-83 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                            * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                            *               *                          *
VARIABLE          NUMBER               STANDARD    STANDARD *   F   2-TAIL  *   T   DEGREES OF 2-TAIL  *   T    DEGREES OF  2-TAIL
                 OF CASES      MEAN   DEVIATION      ERROR  * VALUE  PROB.  * VALUE  FREEDOM   PROB.   * VALUE    FREEDOM    PROB.
---------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE    T  CTBS VOCABULRY NCE                     *               *                          *
      GROUP 1      720     42.0361     14.344       0.535   *               *                          *
                                                            *  1.38  0.000  * -[illegible].42  4362    0.001   * -3.81   1146.38     0.000
      GROUP 2     3644     44.3312     16.826       0.279   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST   T  CTBS VOCABULRY NCE                     *               *                          *
      GROUP 1      619     42.6494     14.401       0.579   *               *                          *
                                                            *  1.37  0.000  * -5.64   4024     0.000   * -6.30    954.07     0.000
      GROUP 2     3407     46.7232     16.876       0.289   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                *               *                          *
      GROUP 1      471      1.3163      9.106       0.420   *               *                          *
                                                            *  1.50  0.000  * -2.00   3015     0.046   * -2.29    756.05     0.022
      GROUP 2     2546      2.4034     11.148       0.221   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE    T--CTBS COMPREHSN NCE                     *               *                          *
      GROUP 1      719     39.2309     14.876       0.555   *               *                          *
                                                            *  1.36  0.000  * -2.25   4360     0.025   * -2.49   1139.30     0.013
      GROUP 2     3643     40.7867     17.354       0.288   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST   T--CTBS COMPREHENSION NCE %TILE SCR       *               *                          *
      GROUP 1      619     42.1567     14.068       0.565   *               *                          *
                                                            *  1.36  0.000  * -1.94   4024     0.053   * -2.15    949.46     0.032
      GROUP 2     3407     43.5163     16.379       0.281   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE             *               *                          *
      GROUP 1      470      3.5085     10.932       0.504   *               *                          *
                                                            *  1.44  0.000  *  1.04   3014     0.300   *  1.17    742.46     0.241
      GROUP 2     2546      2.8421     13.133       0.260   *               *                          *
                                                            *               *                          *
---------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..      100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  562.93 SECONDS


                560 *SELECT IF      (TGRADE EQ 9)
                561 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                              07/17/84        PAGE  102
82-83 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 07/17/84)   1981-82 PRE&1982-83 POST CTBS READING WITH 1982-83 APP

- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                              * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                              *               *                          *
VARIABLE          NUMBER                  STANDARD   STANDARD *    F  2-TAIL  *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                OF CASES      MEAN   DEVIATION      ERROR *  VALUE  PROB.  *  VALUE   FREEDOM   PROB.  *  VALUE    FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE    T  CTBS VOCABULRY NCE                       *               *                          *
      GROUP 1      606     41.8152     15.817      0.643      *               *                          *
                                                              *  1.15  0.033  *  -2.28   3906     0.023  *  -2.39     879.25     0.017
      GROUP 2     3302     43.5039     16.936      0.295      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST   T  CTBS VOCABULRY NCE                       *               *                          *
      GROUP 1      550     48.2636     18.427      0.786      *               *                          *
                                                              *  1.05  0.402  *   0.69   3780     0.492  *   0.67     737.17     0.500
      GROUP 2     3232     47.6925     17.942      0.316      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                  *               *                          *
      GROUP 1      405      6.2222     16.827      0.836      *               *                          *
                                                              *  1.43  0.000  *   3.01   2667     0.003  *   2.66     510.19     0.008
      GROUP 2     2264      3.8609     14.085      0.296      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE    T--CTBS COMPREHSN NCE                       *               *                          *
      GROUP 1      606     39.2112     15.596      0.634      *               *                          *
                                                              *  1.22  0.002  *  -2.66   3906     0.008  *  -2.84     896.96     0.005
      GROUP 2     3302     41.2041     17.198      0.299      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST   T--CTBS COMPREHSION NCE %TILE SCR           *               *                          *
      GROUP 1      550     46.6673     16.171      0.690      *               *                          *
                                                              *  1.01  0.871  *   3.21   3780     0.001  *   3.20     746.07     0.001
      GROUP 2     3232     44.2813     16.094      0.283      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE               *               *                          *
      GROUP 1      405      7.4840     15.448      0.768      *               *                          *
                                                              *  1.18  0.026  *   6.38   2666     0.000  *   6.02     533.66     0.000
      GROUP 2     2263      2.5228     14.222      0.299      *               *                          *
                                                              *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

- APPENDIX H -

SUMMARY OF t-TESTS

1983-84
PROJECT AND NON-PROJECT SCHOOLS

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PREG1983-84 POST CTPS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ        1.  PROJECT PERFORM - TOTAL
GROUP 2 - PERFORM  EQ        2.  NON-PROJECT PERFORM - TOTAL
                                                                      * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                        *             *                          *
VARIABLE        NUMBER                STANDARD  STANDARD *   F   2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
               OF CASES      MEAN    DEVIATION     ERROR * VALUE  PROB. * VALUE   FREEDOM   PROB. * VALUE    FREEDOM      PROB.
--------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTPS VOCABULRY NCE                   *              *                        *
        GROUP 1    6321     48.4109     17.222     0.217 *              *                        *
                                                         *  1.11  0.000 *  -1.59  39861    0.111 *  -1.65   9172.54       0.099
        GROUP 2   33542     48.8045     18.168     0.099 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                   *              *                        *
        GROUP 1    7973     46.9683     16.378     0.183 *              *                        *
                                                         *  1.13  0.000 *  -5.50  50423    0.000 *  -5.74  11626.79       0.000
        GROUP 2   42452     48.1281     17.433     0.085 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                   *            ✓ *                        *
        GROUP 1    6574     50.8269     17.289     0.213 *              *                        *
                                                         *  1.11  0.000 *   5.64  41568    0.000 *   5.83   9512.41       0.000
        GROUP 2   34996     49.4596     18.187     0.097 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHENSION NCE %TILE SCR     *              *                        *
        GROUP 1    7407     48.6746     15.831     0.184 *              *                        *
                                                         *  1.16  0.000 *   3.37  46544    0.001 *   3.54  10901.31       0.000
        GROUP 2   39139     47.9563     17.019     0.086 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE             *              *                        *
        GROUP 1    4949      0.9206     16.050     0.228 *              *                        *
                                                         *  1.02  0.345 *   7.09  30473    0.000 *   7.04   6957.40       0.000
        GROUP 2   25526     -0.8321     15.885     0.099 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE          *              *                        *
        GROUP 1    5643      0.4641     14.905     0.198 *              *                        *
                                                         *  1.05  0.010 *   6.52  34903    0.000 *   6.64   8106.56       0.000
        GROUP 2   29262     -0.9813     15.310     0.089 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
AGE93083                                                 *              *                        *
        GROUP 1    9738     10.5674      2.570     0.026 *              *                        *
                                                         *  1.82  0.0   * -26.55  62086    0.000 * -32.52  17094.13       0.000
        GROUP 2   52350     11.5475      3.469     0.015 *              *                        *
                                                         *              *                        *
--------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.  PROJECT PERFORM- TOTAL
GROUP 2 - PEPFORM  EQ          2.  NON-PROJECT PERFORM-TOTAL
                                                                   * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                          *                   *                          *
VARIABLE        NUMBER               STANDARD    STANDARD *   F   2-TAIL *   T   DEGREES OF 2-TAIL *   T    DEGREES OF   2-TAIL
              OF CASES     MEAN     DEVIATION      ERROR  * VALUE  PROB. * VALUE   FREEDOM   PROB. * VALUE    FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                    *              *                         *
     GROUP 1     6321     48.4109      17.222      0.217  *              *                         *
                                                          *  1.11  0.000 *  -1.59  39861    0.111  *  -1.65   9172.54     0.099
     GROUP 2    33542     48.8045      18.168      0.099  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                    *              *                         *
     GROUP 1     7973     46.9683      16.378      0.183  *              *                         *
                                                          *  1.13  0.000 *  -5.50  50423    0.000  *  -5.74  11626.79     0.000
     GROUP 2    42452     48.1281      17.433      0.085  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                    *              *                         *
     GROUP 1     6574     50.8269      17.289      0.213  *              *                         *
                                                          *  1.11  0.000 *   5.64  41568    0.000  *   5.83   9512.41     0.000
     GROUP 2    34996     49.4596      18.187      0.097  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHENSION NCE %TILE SCR      *              *                         *
     GROUP 1     7407     48.6746      15.831      0.184  *              *                         *
                                                          *  1.16  0.000 *   3.37  46544    0.001  *   3.54  10901.31     0.000
     GROUP 2    39139     47.9563      17.019      0.086  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE              *              *                         *
     GROUP 1     4949      0.9206      16.050      0.228  *              *                         *
                                                          *  1.02  0.345 *   7.09  30473    0.000  *   7.04   6957.40     0.000
     GROUP 2    25526     -0.8321      15.885      0.099  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE           *              *                         *
     GROUP 1     5643      0.4641      14.905      0.198  *              *                         *
                                                          *  1.05  0.010 *   6.52  34903    0.000  *   6.64   8106.56     0.000
     GROUP 2    29262     -0.9813      15.310      0.089  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
AGE93083                                                  *              *                         *
     GROUP 1     9738     10.5674       2.570      0.026  *              *                         *
                                                          *  1.82  0.0   * -26.55  62086    0.000  * -32.52  17094.13     0.000
     GROUP 2    52350     11.5475       3.469      0.015  *              *                         *
                                                          *              *                         *
-------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
ANSPACE REQUIRED..        100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
     11 IF/COMPUTE OPERATIONS

APSED TIME REQUIRED..  618.58 SECONDS


               645 *SELECT IF      (CSCHLEV EQ 3)
               646 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

**** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                  10/25/84        PAGE  525
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                           *                                    *
VARIABLE         NUMBER               STANDARD    STANDARD *    F   2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
               OF CASES      MEAN    DEVIATION      ERROR  *  VALUE  PROB.  *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE   T  CTBS VOCABULRY NCE                    *               *                          *
      GROUP 1     4326       50.0405      17.909     0.272 *               *                          *
                                                           *   1.06  0.021 *  -6.22  20766     0.000  *  -6.32   6926.22      0.000
      GROUP 2    16442       51.9869      18.419     0.144 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST  T  CTBS VOCABULRY NCE                    *               *                          *
      GROUP 1     4783       50.9195      17.268     0.250 *               *                          *
                                                           *   1.09  0.000 *  -5.58  24768     0.000  *  -5.74   7492.41      0.000
      GROUP 2    19987       52.5297      18.066     0.128 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE              *               *                          *
      GROUP 1     3490       -0.5490      16.207     0.274 *               *                          *
                                                           *   1.18  0.000 *   1.80  16973     0.072  *   1.89   5799.89      0.059
      GROUP 2    13485       -1.1403      17.586     0.151 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE   T--CTBS COMPREHSN NCE                    *               *                          *
      GROUP 1     6026       48.1913      17.001     0.219 *               *                          *
                                                           *   1.08  0.000 * -13.42  32353     0.000  * -13.76   9245.52      0.000
      GROUP 2    26329       51.5561      17.676     0.109 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST  T--CTBS COMPREHSION NCE %TILE SCR        *               *                          *
      GROUP 1     5676       49.9047      16.315     0.217 *               *                          *
                                                           *   1.11  0.000 *  -5.34  30636     0.000  *  -5.52   8779.14      0.000
      GROUP 2    24962       51.2423      17.202     0.109 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE           *               *                          *
      GROUP 1     4200        0.4926      15.993     0.247 *               *                          *
                                                           *   1.09  0.001 *   6.24  21807     0.000  *   6.41   6558.05      0.000
      GROUP 2    17609       -1.2819      16.690     0.126 *               *                          *
                                                           *               *                          *
-------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..        100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  537.72 SECONDS


                647 *SELECT IF      (CSCHLEV EQ 4)
                648 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                       * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                              *                 *                          *
VARIABLE           NUMBER                STANDARD    STANDARD *      F   2-TAIL *     T  DEGREES OF 2-TAIL *     T    DEGREES OF   2-TAIL
                  OF CASES      MEAN    DEVIATION       ERROR *  VALUE    PROB. * VALUE    FREEDOM   PROB. * VALUE      FREEDOM    PROB.
-------------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE    T  CTBS VOCABULRY NCE                       *                 *                          *
      GROUP 1      2360      45.7203       15.365       0.316 *                 *                          *
                                                              *   1.17    0.000 *  -3.30  13542      0.001 *  -3.48    3622.65      0.001
      GROUP 2     11184      46.9480       16.629       0.157 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST   T  CTBS VOCABULRY NCE                       *                 *                          *
      GROUP 1      2173      51.3898       17.547       0.376 *                 *                          *
                                                              *   1.05    0.111 *   7.00  12730      0.000 *   6.88    3078.88      0.000
      GROUP 2     10559      48.5565       17.092       0.166 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                  *                 *                          *
      GROUP 1      1670       4.4251       15.112       0.370 *                 *                          *
                                                              *   1.33    0.000 *  10.22   9835      0.000 *   9.31    2211.83      0.000
      GROUP 2      8167       0.7265       13.113       0.145 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE    T--CTBS COMPREHSN NCE                       *                 *                          *
      GROUP 1      2361      43.8619       14.177       0.292 *                 *                          *
                                                              *   1.26    0.000 *  -1.98  13547      0.048 *  -2.13    3727.55      0.033
      GROUP 2     11188      44.5617       15.920       0.151 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST   T--CTBS COMPREHENSION NCE %TILE SCR         *                 *                          *
      GROUP 1      2173      45.6820       14.294       0.307 *                 *                          *
                                                              *   1.19    0.000 *  -0.36  12729      0.717 *  -0.38    3330.21      0.700
      GROUP 2     10558      45.8137       15.625       0.152 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE               *                 *                          *
      GROUP 1      1671       0.3716       11.467       0.281 *                 *                          *
                                                              *   1.28    0.000 *   0.23   9837      0.820 *   0.25    2620.20      0.805
      GROUP 2      8168       0.2937       12.960       0.143 *                 *                          *
                                                              *                 *                          *
-------------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..       100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  538.37 SECONDS



                649 *SELECT IF      (TGRADE EQ 1)
                650 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ        1.
GROUP 2 - PERFORM  EQ        2.
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                     *                          *
VARIABLE          NUMBER              STANDARD    STANDARD  *   F   2-TAIL *   T   DEGREES OF 2-TAIL *   T    DEGREES OF   2-TAIL
                 OF CASES     MEAN    DEVIATION     ERROR   * VALUE  PROB. * VALUE   FREEDOM   PROB. * VALUE    FREEDOM     PROB.
------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                      *              *                         *
        GROUP 1      0        0.0        0.0        0.0     *              *                         *
                                                            *  0.0  1.000  *  0.0       0      1.000 *  0.0       0.0       1.000
        GROUP 2      0        0.0        0.0        0.0     *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                      *              *                         *
        GROUP 1      0        0.0        0.0        0.0     *              *                         *
                                                            *  0.0  1.000  *  0.0       0      1.000 *  0.0       0.0       1.000
        GROUP 2      0        0.0        0.0        0.0     *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                *              *                         *
        GROUP 1      0        0.0        0.0        0.0     *              *                         *
                                                            *  0.0  1.000  *  0.0       0      1.000 *  0.0       0.0       1.000
        GROUP 2      0        0.0        0.0        0.0     *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                      *              *                         *
        GROUP 1    850     52.9235     16.828       0.577   *              *                         *
                                                            *  1.01 0.835  * -5.92   5954      0.000 * -5.90   1146.66      0.000
        GROUP 2   5106     56.6003     16.742       0.234   *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR          *              *                         *
        GROUP 1    892     55.8442     16.631       0.557   *              *                         *
                                                            *  1.04 0.495  * -1.64   5988      0.101 * -1.66   1236.37      0.097
        GROUP 2   5098     56.8482     16.932       0.237   *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE             *              *                         *
        GROUP 1    111     19.6216     17.281       1.640   *              *                         *
                                                            *  1.31 0.083  * -0.02    682      0.984 * -0.02    170.71      0.982
        GROUP 2    573     19.6632     19.765       0.826   *              *                         *
                                                            *              *                         *
------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..      100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  542.60 SECONDS


               651 *SELECT IF      (TGRADE EQ 2)
               652 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                          * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                             *                  *                            *
VARIABLE          NUMBER                 STANDARD   STANDARD *   F     2-TAIL   *   T    DEGREES OF  2-TAIL  *   T     DEGREES OF   2-TAIL
                 OF CASES     MEAN       DEVIATION    ERROR  *  VALUE  PROB.    *  VALUE   FREEDOM    PROB.  *  VALUE    FREEDOM     PROB.
----------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE   T  CTBS VOCABULRY NCE                      *                  *                            *
        GROUP 1       0       0.0          0.0        0.0    *                  *                            *
                                                             *  0.0    1.000    *  0.0       0       1.000   *  0.0       0.0        1.000
        GROUP 2       0       0.0          0.0        0.0    *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST  T  CTBS VOCABULRY NCE                      *                  *                            *
        GROUP 1     727      51.6492      16.023      0.594  *                  *                            *
                                                             *  1.03   0.562    * -4.24     5150     0.000   * -4.20     971.41      0.000
        GROUP 2    4425      54.3340      15.769      0.237  *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE                *                  *                            *
        GROUP 1       0       0.0          0.0        0.0    *                  *                            *
                                                             *  0.0    1.000    *  0.0       0       1.000   *  0.0       0.0        1.000
        GROUP 2       0       0.0          0.0        C.0    *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE   T--CTBS COMPREHSN NCE                      *                  *                            *
        GROUP 1     850      52.9235      16.828      0.577  *                  *                            *
                                                             *  1.01   0.835    * -5.92     5954     0.000   * -5.90    1146.66      0.000
        GROUP 2    5106      56.6003      16.742      0.234  *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST  T--CTBS COMPREHSION NCE %TILE SCR          *                  *                            *
        GROUP 1     727      49.9147      16.799      0.623  *                  *                            *
                                                             *  1.04   0.530    * -3.65     5144     0.000   * -3.60     971.05      0.000
        GROUP 2    4419      52.3306      16.510      0.248  *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE             *                  *                            *
        GROUP 1     600      -6.8600      16.921      0.691  *                  *                            *
                                                             *  1.13   0.052    *  1.84     4149     0.066   *  1.76     789.23      0.078
        GROUP 2    3551      -8.1653      15.945      0.268  *                  *                            *
                                                             *                  *                            *
----------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..       100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  537.99 SECONDS


               653 *SELECT IF     (TGRADE EQ 3)
               654 T-TEST         GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPP (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                  * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                       *          *                          *
VARIABLE        NUMBER             STANDARD   STANDARD *  F  2-TAIL *   T  DEGREES OF 2-TAIL *   T   DEGREES OF  2-TAIL
               OF CASES    MEAN   DEVIATION     ERROR * VALUE PROB. * VALUE  FREEDOM   PROB. * VALUE   FREEDOM    PROB.
-----------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                 *            *                         *
       GROUP 1      756    50.6746     15.375     0.559 *            *                         *
                                                       * 1.01 0.802 * -5.37   5222     0.000 * -5.40  1031.40     0.000
       GROUP 2     4468    53.9447     15.488     0.232 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                 *            *                         *
       GROUP 1      730    49.6315     18.136     0.671 *            *                         *
                                                       * 1.09 0.120 * -7.83   4846     0.000 * -8.08  1032.39     0.000
       GROUP 2     4118    55.5610     18.972     0.296 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE           *            *                         *
       GROUP 1      609    -2.8358     16.700     0.677 *            *                         *
                                                       * 1.01 0.907 * -4.01   4112     0.000 * -4.00   831.76     0.000
       GROUP 2     3505     0.0933     16.647     0.281 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                 *            *                         *
       GROUP 1      756    48.8347     16.036     0.583 *            *                         *
                                                       * 1.08 0.177 * -4.83   5222     0.000 * -4.96  1050.10     0.000
       GROUP 2     4468    51.9796     16.662     0.249 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR     *            *                         *
       GROUP 1      730    49.2178     16.040     0.594 *            *                         *
                                                       * 1.10 0.117 * -5.69   4848     0.000 * -5.88  1032.46     0.000
       GROUP 2     4120    53.0306     16.785     0.262 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE        *            *                         *
       GROUP 1      608    -1.1332     14.395     0.584 *            *                         *
                                                       * 1.19 0.006 * -0.89   4111     0.371 * -0.95   877.19     0.342
       GROUP 2     3505    -0.5230     15.708     0.265 *            *                         *
                                                       *            *                         *
-----------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
NSPACE REQUIRED..        100 BYTES
    1 TRANSFORMATIONS
    0 RECODE VALUES + LAG VARIABLES
    3 IF/COMPUTE OPERATIONS

APSED TIME REQUIRED..  550.80 SECONDS


              655 *SELECT IF       (TGRADE EQ 4)
              656 T-TEST           GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

**** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                   10/25/84               PAGE  535
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                          . * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                            *                *                          *
VARIABLE         NUMBER               STANDARD   STANDARD   *   F   2-TAIL   *   T   DEGREES OF 2-TAIL  *    T   DEGREES OF   2-TAIL
                OF CASES     MEAN    DEVIATION      ERROR   * VALUE  PROB.   * VALUE   FREEDOM   PROB.  *  VALUE  FREEDOM     PROB.
------------------------------------------------------------------------------------------------------------------------------------
P1NCE     PRE   T  CTBS VOCABULRY NCE                       *                *                          *
      GROUP 1     1130      51.7593     18.032      0.536   *                *                          *
                                                            *   1.10  0.052  *  -5.98  5003      0.000  *  -6.14  1911.10      0.000
      GROUP 2     3875      55.5419     18.900      0.304   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
T1NCE     POST  T  CTBS VOCABULRY NCE                       *                *                          *
      GROUP 1     1074      53.4330     17.273      0.527   *                *                          *
                                                            *   1.29  0.000  *  -1.80  4790      0.072  *  -1.93  1941.94      0.054
      GROUP 2     3718      54.6237     19.598      0.321   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
D1NCE     GAIN OR LOSS--CTBS VOCABULARY NCE                 *                *                          *
      GROUP 1      929       0.7061     16.824      0.552   *                *                          *
                                                            *   1.38  0.000  *   2.81  4125      0.005  *   3.08  1742.98      0.002
      GROUP 2     3198      -1.3043     19.799      0.350   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
P2NCE     PRE   T--CTBS COMPREHSN NCE                       *                *                          *
      GROUP 1     1129      47.5686     16.686      0.497   *                *                          *
                                                            *   1.05  0.363  *  -5.87  5002      0.000  *  -5.94  1869.06      0.000
      GROUP 2     3875      50.9391     17.058      0.274   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
T2NCE     POST  T--CTBS COMPREHENSION NCE %TILE SCR         *                *                          *
      GROUP 1     1075      47.5423     16.461      0.502   *                *                          *
                                                            *   1.18  0.001  *   0.27  4792      0.785  *   0.28  1866.35      0.776
      GROUP 2     3719      47.3767     17.855      0.293   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
D2NCE     GAIN OR LOSS--CTBS COMPREHENSION NCE              *                *                          *
      GROUP 1      929      -0.7255     15.330      0.503   *                *                          *
                                                            *   1.11  0.054  *   4.67  4125      0.000  *   4.80  1574.50      0.000
      GROUP 2     3198      -3.5041     16.140      0.285   *                *                          *
                                                            *                *                          *
------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..      100 BYTES
       1 TRANSFORMATIONS
       0 RECODE VALUES + LAG VARIABLES
       3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  616.95 SECONDS


               657 *SELECT IF      (TGRADE EQ 5)
               658 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                          10/25/84          PAGE  537
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                          * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                            *                     *                         *
VARIABLE          NUMBER                 STANDARD    STANDARD  *   F    2-TAIL  *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                 OF CASES      MEAN    DEVIATION       ERROR  * VALUE  PROB.   *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM     PROB.
------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                         *                *                        *
       GROUP 1    1172       51.2577      18.186       0.531  *                *                        *
                                                               *  1.13  0.012   *  -1.95   5292     0.051 *  -2.01   1983.79      0.044
       GROUP 2    4122       52.4876      19.306       0.301  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  [illegible]CTBS VOÇABULRY NCE                 *                *                        *
       GROUP 1    [illegible]90       50.3881      18.724       0.567  *                *                        *
                                                               *  1.03  0.522   *   2.31   4990     0.021 *   2.33   1766.48      0.020
       GROUP 2    3902       48.8877      19.022       0.305  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                   *                *                        *
       GROUP 1     944       -1.7256      16.816       0.547  *                *                        *
                                                               *  1.20  0.001   *   4.81   4271     0.000 *   5.06   1638.75      0.000
       GROUP 2    3329       -4.9309      18.404       0.319  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                         *                *                        *
       GROUP 1    1173       44.6266      16.475       0.481  *                *                        *
                                                               *  1.16  0.002   *  -2.10   5293     0.036 *  -2.19   2007.44      0.029
       GROUP 2    4122       45.8396      17.707       0.276  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR             *                *                        *
       GROUP 1    1090       48.8798      16.914       0.512  *                *                        *
                                                               *  1.17  0.001   *   2.43   4991     0.015 *   2.54   1864.57      0.011
       GROUP 2    3903       47.3774      18.330       0.293  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE                *                *                        *
       GROUP 1     944        3.6282      15.791       0.514  *                *                        *
                                                               *  1.06  0.310   *   5.17   4272     0.000 *   5.25   1552.18      0.000
       GROUP 2    3330        0.5520      16.220       0.281  *                *                        *
                                                               *                *                        *
------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..       100 BYTES
       1 TRANSFORMATIONS
       0 RECODE VALUES + LAG VARIABLES
       3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  570.09 SECONDS


                  659 *SELECT IF      (TGRADE EQ 6)
                  660 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES      312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                     10/25/84        PAGE  539
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE   PRPSTAPR (CREATION DATE = 10/25/84)   1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ         1.
GROUP 2 - PERFORM  EQ         2.
                                                                    * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                       *            *                          *
VARIABLE        NUMBER                STANDARD  STANDARD *    F   2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
               OF CASES      MEAN   DEVIATION      ERROR *  VALUE  PROB. *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM     PROB.
----------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                   *               *                          *
      GROUP 1    1240      47.1645     18.671      0.530 *               *                          *
                                                         *   1.02  0.613 *  -0.85    5657     0.395 *  -0.86   2006.64      0.392
      GROUP 2    4419      47.6791     18.891      0.284 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                   *               *                          *
      GROUP 1    1160      49.4267     15.639      0.459 *               *                          *
                                                         *   1.00  0.988 *  -0.28    5307     0.782 *  -0.28   1856.89      0.782
      GROUP 2    4149      49.5705     15.637      0.243 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE             *               *                          *
      GROUP 1    1008       0.7778     14.435      0.455 *               *                          *
                                                         *   1.05  0.356 *  -0.32    4666     0.751 *  -0.32   1634.90      0.748
      GROUP 2    3660       0.9434     14.779      0.244 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                   *               *                          *
      GROUP 1    1240      45.4758     17.170      0.488 *               *                          *
                                                         *   1.10  0.040 *  -1.90    5658     0.057 *  -1.95   2065.79      0.051
      GROUP 2    4420      46.5652     18.000      0.271 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHENSION NCE %TILE SCR     *               *                          *
      GROUP 1    1160      48.8966     14.026      0.412 *               *                          *
                                                         *   1.06  0.221 *  -0.06    5305     0.952 *  -0.06   1901.49      0.951
      GROUP 2    4147      48.9252     14.441      0.224 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE          *               *                          *
      GROUP 1    1008       1.9296     14.209      0.448 *               *                          *
                                                         *   1.07  0.172 *   1.15    4665     0.248 *   1.18   1650.06      0.239
      GROUP 2    3659       1.3299     14.713      0.243 *               *                          *
                                                         *               *                          *
----------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..      100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  553.26 SECONDS


                661 *SELECT IF      (TGRADE EQ 7)
                662 T-TEST          GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES     312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                    10/25/84        PAGE  541
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                            * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                *           *                          *
VARIABLE         NUMBER               STANDARD    STANDARD      *   F   2-TAIL  *   T   DEGREES OF 2-TAIL *   T    DEGREES OF  2-TAIL
                OF CASES    MEAN      DEVIATION     ERROR       * VALUE  PROB.  * VALUE  FREEDOM   PROB. * VALUE   FREEDOM    PROB.
------------------------------------------------------------------------------------------------------------------------------------
P1NCE      PRE   T  CTBS VOCABULRY NCE                          *               *                         *
       GROUP 1     859      46.8114      14.586      0.498      *               *                         *
                                                                *  1.25  0.000  * -3.35   5459     0.001  * -3.61   1292.72     0.000
       GROUP 2    4602      48.8096      16.321      0.241      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
T1NCE      POST  T  CTBS VOCABULRY NCE                          *               *                         *
       GROUP 1     796      52.9083      16.890      0.599      *               *                         *
                                                                *  1.08  0.144  *  3.82   4998     0.000  *  3.92   1145.99     0.000
       GROUP 2    4204      50.3299      17.591      0.271      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
D1NCE      GAIN OR LOSS--CTBS VOCABULARY NCE                    *               *                         *
       GROUP 1     647       5.8439      15.214      0.598      *               *                         *
                                                                *  1.17  0.008  *  8.11   4085     0.000  *  7.68    865.99     0.000
       GROUP 2    3440       0.8936      14.059      0.240      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
P2NCE      PRE   T--CTBS COMPREHSN NCE                          *               *                         *
       GROUP 1     860      45.7419      13.549      0.462      *               *                         *
                                                                *  1.31  0.000  * -4.05   5461     0.000  * -4.44   1314.93     0.000
       GROUP 2    4603      48.0302      15.485      0.228      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
T2NCE      POST  T--CTBS COMPREHSION NCE %TILE SCR              *               *                         *
       GROUP 1     796      46.1344      13.778      0.488      *               *                         *
                                                                *  1.30  0.000  * [illegible] 4998     0.610  *  0.56   12[illegible].92     0.577
       GROUP 2    4204      45.8306      15.681      0.242      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
D2NCE      GAIN OR LOSS--CTBS COMPREHENSION NCE                 *               *                         *
       GROUP 1     648      -0.0818      11.387      0.447      *               *                         *
                                                                *  1.23  0.001  *  4.77   4086     0.000  *  5.12    972.65     0.000
       GROUP 2    3440      -2.6247      12.646      0.216      *               *                         *
                                                                *               *                         *
------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
TRANSPACE REQUIRED..        100 BYTES
      1 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
      3 IF/COMPUTE OPERATIONS

ELAPSED TIME REQUIRED..  550.49 SECONDS


                  663 *SELECT IF       (TGRADE EQ 8)
                  664 T-TEST           GROUPS = PERFORM/ VARIABLES=P1NCE,T1NCE,D1NCE,P2NCE,T2NCE,D2NCE

 ***** T-TEST PROBLEM REQUIRES    312 BYTES OF WORKSPACE *****
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                10/25/84         PAGE  543
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                       * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                         *                *                          *
VARIABLE          NUMBER                 STANDARD    STANDARD *   F    2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                 OF CASES      MEAN     DEVIATION      ERROR  * VALUE  PROB.  *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM    PROB.
--------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE   T  CTBS VOCABULRY NCE                       *                *                          *
      GROUP 1      887     46.7351     16.188       0.544     *                *                          *
                                                              *  1.05  0.405   *   0.40   5301     0.692  *   0.40   1285.69      0.688
      GROUP 2     4416     46.4946     16.550       0.249     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST  T  CTBS VOCABULRY NCE                       *                *                          *
      GROUP 1      726     49.6226     15.609       0.579     *                *                          *
                                                              *  1.15  0.017   *   0.59   4673     0.553  *   0.62   1055.01      0.534
      GROUP 2     3949     49.2259     16.732       0.266     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE                 *                *                          *
      GROUP 1      600      0.9900     11.130       0.454     *                *                          *
                                                              *  1.01  0.919   *  -1.13   3770     0.258  *  -1.13    843.24      0.258
      GROUP 2     3172      1.5517     11.171       0.198     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE   T--CTBS COMPREHSN NCE                       *                *                          *
      GROUP 1      887     43.5862     14.522       0.488     *                *                          *
                                                              *  1.15  0.009   *   1.18   5302     0.240  *   1.23   1327.64      0.219
      GROUP 2     4417     42.9205     15.563       0.234     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST  T--CTBS COMPREHENSION NCE %TILE SCR         *                *                          *
      GROUP 1      726     45.0923     13.580       0.504     *                *                          *
                                                              *  1.33  0.000   *  -3.80   4672     0.000  *  -4.19   1110.57      0.000
      GROUP 2     3948     47.4486     15.658       0.249     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS COMPREHENSION NCE              *                *                          *
      GROUP 1      600      0.0100     10.412       0.425     *                *                          *
                                                              *  1.23  0.001   *  -6.56   3771     0.000  *  -7.04    901.93      0.000
      GROUP 2     3173      3.3350     11.567       0.205     *                *                          *
                                                              *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT                                     10/25/84        PAGE  545
83-84 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE    PRPSTAPR (CREATION DATE = 10/25/84)    1982-83 PRE&1983-84 POST CTBS READING WITH 1983-84 APR

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                              * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                               *                  *                          *
VARIABLE           NUMBER                STANDARD    STANDARD  *    F    2-TAIL   *    T    DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                  OF CASES     MEAN     DEVIATION     ERROR    *  VALUE  PROB.    *  VALUE   FREEDOM   PROB.  *  VALUE   FREEDOM     PROB.
----------------------------------------------------------------------------------------------------------------------------------------
P1NCE       PRE   T  CTBS VOCABULRY NCE                        *                  *                          *
      GROUP 1      597      42.2898      14.233       0.582    *                  *                          *
                                                               *   1.41  0.000    *  -6.11    4024     0.000 *  -6.88    913.87      0.000
      GROUP 2     3429      46.7597      16.874       0.288    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
T1NCE       POST  T  CTBS VOCABULRY NCE                        *                  *                          *
      GROUP 1      652      51.4617      20.062       0.786    *                  *                          *
                                                               *   1.35  0.000    *   4.62    4203     0.000 *   4.17    837.19      0.000
      GROUP 2     3553      47.9707      17.267       0.290    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
D1NCE       GAIN OR LOSS--CTBS VOCABULARY NCE                  *                  *                          *
      GROUP 1      423       7.1277      18.596       0.904    *                  *                          *
                                                               *   1.67  0.000    *   8.26    2945     0.000 *   6.90    510.21      0.000
      GROUP 2     2524       0.5860      14.400       0.287    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
P2NCE       PRE   T--CTBS COMPREHSN NCE                        *                  *                          *
      GROUP 1      597      41.5193      13.915       0.569    *                  *                          *
                                                               *   1.39  0.000    *  -2.95    4024     0.003 *  -3.31    908.96      0.001
      GROUP 2     3429      43.6185      16.377       0.280    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
T2NCE       POST  T--CTBS COMPREHENSION NCE %TILE SCR          *                  *                          *
      GROUP 1      652      45.7807      15.616       0.612    *                  *                          *
                                                               *   1.04  0.477    *   0.07    4203     0.948 *   0.06    895.21      0.949
      GROUP 2     3553      45.7377      15,293       0.257    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
D2NCE       GAIN OR LOSS--CTBS [illegible]REHENSION NCE             *                  *                          *
      GROUP 1      423       [illegible]      12.875       0.626    *                  *                          *
                                                               *   1.19  0.024    *   0.46    2945     0.642 *   0.49    602.93      0.621
      GROUP 2     2524       1.2405      14.039       0.279    *                  *                          *
                                                               *                  *                          *
----------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

- APPENDIX I -

SUMMARY OF t-TESTS
SELECTED SCHOOL CLIMATE INDICES
PROJECT AND NON-PROJECT SCHOOLS
1982-83

```
1982-83 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                  11/26/84        PAGE  657
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE    NONAME    (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                           *                   *                            *
VARIABLE          NUMBER             STANDARD     STANDARD *    F    2-TAIL   *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
                 OF CASES     MEAN   DEVIATION      ERROR  *  VALUE  PROB.    *  VALUE  FREEDOM   PROB. *  VALUE   FREEDOM    PROB.
-------------------------------------------------------------------------------------------------------------------------------------
POVRATE   POVERTY RATE--PERCENT OF TOT. FREE LUNCH         *                   *                            *
     GROUP 1       19     81.1474      9.325      2.139    *                   *                            *
                                                           *  2.21  0.059     *   1.78    106     0.078    *   2.29     37.26     0.028
     GROUP 2       89     75.2112     13.852      1.468    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
PCTHERS   PERCENT OF SCHOOL POP.THAT IS NON-BLACK          *                   *                            *
     GROUP 1       19     31.6607     14.384      3.300    *                   *                            *
                                                           *  1.40  0.304     *   0.08    106     0.933    *   0.07     23.80     0.941
     GROUP 2       89     31.3950     12.159      1.289    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
ADMTOT    AVERAGE DAILY MEMBERSHIP FOR SCHOOL YEAR         *                   *                            *
     GROUP 1       19    579.0736    186.738     42.841    *                   *                            *
                                                           *  1.04  0.844     *   1.21    106     0.227    *   1.20     25.90     0.242
     GROUP 2       89    522.7665    182.831     19.380    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
TRIDERS   NO.OF STUDENTS RIDING BUS--TOTAL                 *                   *                            *
     GROUP 1       19    226.3158    100.502     23.057    *                   *                            *
                                                           *  2.38  0.040     *  -0.42    106     0.679    *  -0.55     38.85     0.589
     GROUP 2       89    241.7528    154.942     16.424    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
BRIDERS   NO.OF STUDENTS RIDING BUS--BLACK                 *                   *                            *
     GROUP 1       19    142.2632    124.091     28.468    *                   *                            *
                                                           *  1.45  0.372     *  -0.64    106     0.526    *  -0.72     30.30     0.479
     GROUP 2       89    165.6404    149.566     15.854    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
ORIDERS   NO.OF STUDENTS RIDING BUS--NON-BLK.OTHER         *                   *                            *
     GROUP 1       19     84.0526     62.107     14.29     *                   *                            *
                                                           *  1.31  0.523     *   0.45    106     0.653    *   0.49     29.05     0.626
     GROUP 2       89     76.1124     71.197      7.547    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
TWALKPCT  PERCENT OF WALKERS--ALL STUDENTS                 *                   *                            *
     GROUP 1       19     59.4151     16.978      3.895    *                   *                            *
                                                           *  1.45  0.378     *   1.02    106     0.308    *   1.15     30.24     0.258
     GROUP 2       89     54.2726     20.417      2.164    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
BWALKPCT  PERCENT OF WALKERS--BLACK STUDENTS               *                   *                            *
     GROUP 1       19     56.7273     38.335      8.795    *                   *                            *
                                                           *  1.12  0.429     *   0.67    106     0.504    *   0.70     27.29     0.493
     GROUP 2       89     49.9205     40.517      4.295    *                   *                            *
                                                           *                   *                            *
-------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
1982-83 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                  11/26/84        PAGE  658
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE   NONAME   (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                         * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                             *                *                          *
VARIABLE          NUMBER                  STANDARD    STANDARD *    F   2-TAIL  *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
                 OF CASES     MEAN    DEVIATION       ERROR *  VALUE  PROB.  *  VALUE   FREEDOM    PROB. *  VALUE    FREEDOM     PROB.
-------------------------------------------------------------------------------------------------------------------------------------
OWALKPCT  PERCENT OF WALKERS--NON-BLACK STUDENTS            *                *                          *
      GROUP 1        19      37.9768      42.464      9.742 *                *                          *
                                                            *   1.00  1.000  *  -0.63    106     0.527  *  -0.63    26.26      0.531
      GROUP 2        89      44.7881      42.472      4.502 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
YRSPRIN   YEARS PRINCIPAL HAS BEEN PRIN. OR ASSIST          *                *                          *
      GROUP 1        19      13.6316       3.919      0.899 *                *                          *
                                                            *   1.46  0.368  *  -1.30    106     0.196  *  -1.47    30.34      0.152
      GROUP 2        89      15.1461       4.730      0.501 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
PRINASGN  YEARS PRINCIPAL HAS BEEN ASSIGNED TO SCH          *                *                          *
      GROUP 1        19       5.7368       3.619      0.830 *                *                          *
                                                            *   1.11  0.707  *   1.14    106     0.258  *   1.10    25.37      0.283
      GROUP 2        89       4.7416       3.430      0.364 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
TEACHABS  AVER.NO.DAYS EA.TEACHER ABSENT FOR YEAR           *                *                          *
      GROUP 1        19       9.6158       1.725      0.396 *                *                          *
                                                            *   2.59  0.025  *   0.51    106     0.614  *   0.68    40.89      0.499
      GROUP 2        89       9.2795       2.778      0.294 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
ADATOT    ADA PERCENT--OVERALL                              *                *                          *
      GROUP 1        19      87.8789       4.382      1.005 *                *                          *
                                                            *   1.01  0.913  *  -0.44    106     0.663  *  -0.44    26.17      0.667
      GROUP 2        89      88.3607       4.359      0.462 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
ADAB      ADA PERCENT--TOTAL BLACK                          *                *                          *
      GROUP 1        19      89.7632       3.505      0.804 *                *                          *
                                                            *   1.16  0.747  *   0.11    106     0.911  *   0.12    27.70      0.907
      GROUP 2        89      89.6573       3.781      0.401 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
ADAW      ADA PERCENT--TOTAL WHITE                          *                *                          *
      GROUP 1        19      81.4105       9.191      2.109 *                *                          *
                                                            *   1.25  0.488  *  -1.02    106     0.311  *  -0.95    24.55      0.353
      GROUP 2        89      83.5719       8.232      0.873 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
ADABM     ADA PERCENT--BLACK MALE                           *                *                          *
      GROUP 1        19      90.1263       3.608      0.828 *                *                          *
                                                            *   1.24  0.624  *   0.45    106     0.652  *   0.48    28.39      0.632
      GROUP 2        89      89.6753       4.018      0.426 *                *                          *
                                                            *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
```

```
1982-83 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                  11/26/84        PAGE  659
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE   NONAME   (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                                 * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                   *                *                          *
VARIABLE              NUMBER                  STANDARD     STANDARD *    F   2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
                     OF CASES      MEAN      DEVIATION       ERROR  *  VALUE  PROB. *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM     PROB.
------------------------------------------------------------------------------------------------------------------------------------------
ADABF       ADA PERCENT--BLACK FEMALE                               *                *                          *
      GROUP 1         19        89.7474        3.540       0.812    *                *                          *
                                                                    *  1.08  0.897   *  -0.01    106     0.994  *  -0.01     26.98      0.994
      GROUP 2         89        89.7539        3.681       0.390    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
ADAWM       ADA PERCENT--WHITE MALE                                 *                *                          *
      GROUP 1         19        80.9421        9.561       2.193    *                *                          *
                                                                    *  1.31  0.401   *  -1.09    106     0.276  *  -1.00     24.21      0.326
      GROUP 2         89        83.3124        6.348       0.885    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
ADAWF       ADA PERCENT--WHITE FEMALE                               *                *                          *
      GROUP 1         19        81.8210        8.800       2.019    *                *                          *
                                                                    *  1.15  0.646   *  -1.00    106     0.318  *  -0.96     25.15      0.347
      GROUP 2         89        83.9303        8.221       0.871    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
TCPRATE     PERCNT OF CORP.PUN.FOR ALL    --DUP.POSS.               *                *                          *
      GROUP 1         19         8.4120       11.320       2.597    *                *                          *
                                                                    *  1.59  0.268   *   0.45    106     0.654  *   0.52     31.51      0.605
      GROUP 2         89         6.8438       14.254       1.511    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
BCPRATE     PERCNT OF CORP.PUN.FOR BLACKS--DUP.POSS.                *                *                          *
      GROUP 1         19         8.7987       11.912       2.733    *                *                          *
                                                                    *  1.82  0.151   *   0.34    106     0.735  *   0.41     33.63      0.684
      GROUP 2         89         7.4754       16.055       1.702    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
DCPRATE     PERCNT OF CORP.PUN.FOR N-BLKS--DUP.POSS.                *                *                          *
      GROUP 1         19         7.5123        9.854       2.261    *                *                          *
                                                                    *  1.29  0.566   *   0.65    106     0.509  *   0.72     28.75      0.478
      GROUP 2         89         5.6790       11.154       1.182    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
PSUSPTCT    PERCNT OF ALL STUDNTS SUSPEND.-DUP.POSS.                *                *                          *
      GROUP 1         19        20.6809       36.751       8.431    *                *                          *
                                                                    *  1.47  0.239   *   0.55    106     0.585  *   0.48     23.49      0.634
      GROUP 2         89        16.3239       30.276       3.209    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
PSUSPBLK    PERCNT OF BLACK STUDNTS SUSP.--DUP.POSS.                *                *                          *
      GROUP 1         19        22.0504       36.694       8.410    *                *                          *
                                                                    *  1.39  0.313   *   0.54    106     0.590  *   0.49     23.84      0.632
      GROUP 2         89        17.6584       31.117       3.296    *                *                          *
                                                                    *                *                          *
------------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
1982-93 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                     11/26/84        PAGE  660
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE    NONAME    (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                        * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                            *                                       *
VARIABLE          NUMBER              STANDARD     STANDARD *    F    2-TAIL *    T   DEGREES OF 2-TAIL *    T   DEGREES OF  2-TAIL
                 OF CASES     MEAN   DEVIATION      ERROR   *  VALUE  PROB.  *  VALUE   FREEDOM   PROB. *  VALUE   FREEDOM    PROB.
--------------------------------------------------------------------------------------------------------------------------------------
PSUSPO     PERCNT NON-BLK.STUDNTS SUSP.-- DUP.POSS.         *                *                          *
      GROUP 1        19     18.3535     38.281      8.782   *                *                          *
                                                            *   1.57  0.171  *   0.46     106    0.634  *   0.41    23.14     0.684
      GROUP 2        89     14.4893     30.538      3.237   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
TPDROP     PERCENT OF TOTAL DROPPING OUT                    *                *                          *
      GROUP 1        19      0.5343      0.673      0.154   *                *                          *
                                                            *   1.26  0.596  *   0.08     106    0.938  *   0.07    28.56     0.945
      GROUP 2        89      0.5221      0.755      0.080   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
BPDROP     PERCENT OF BLACKS DROPPING OUT                   *                *                          *
      GROUP 1        19      0.3804      0.612      0.140   *                *                          *
                                                            *   1.17  0.733  *  -0.28     106    0.781  *  -0.29    27.77     0.771
      GROUP 2        89      0.4265      0.662      0.070   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
OPDROP     PERCENT OF NON-BLACK OTHERS DROPPING OUT         *                *                          *
      GROUP 1        19      0.9116      1.169      0.268   *                *                          *
                                                            *   1.07  0.924  *   0.50     106    0.620  *   0.51    26.95     0.615
      GROUP 2        89      0.7604      1.207      0.128   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
TPWDRAW    PERCENT OF TOTAL STUDENTS WITHDRAWING            *                *                          *
      GROUP 1        19     10.1602      2.551      0.585   *                *                          *
                                                            *   5.25  0.000  *  -1.92     106    0.057  *  -3.10    64.38     0.003
      GROUP 2        89     12.8000      5.843      0.619   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
BPWDRAW    PERCENT OF BLACK STUDENTS WITHDRAWING            *                *                          *
      GROUP 1        19      7.0082      1.866      0.428   *                *                          *
                                                            *   8.97  0.000  *  -1.73     106    0.087  *  -3.08    87.37     0.003
      GROUP 2        89      9.2569      5.598      0.592   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
WPWDRAW    PERCNT OF NON-BLACK STUDENTS WITHDRAWING         *                *                          *
      GROUP 1        19     19.8038      7.989      1.833   *                *                          *
                                                            *   2.49  0.031  *  -0.54     106    0.590  *  -0.72    39.57     0.474
      GROUP 2        89     21.4439     12.595      1.335   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCETOT   SPRING CTBS READ.COMP.POST-T AVER--TOTAL         *                *                          *
      GROUP 1        19     46.8263      3.448      0.791   *                *                          *
                                                            *   2.88  0.014  *  -1.25     106    0.212  *  -1.74    42.56     0.089
      GROUP 2        89     48.5753      5.851      0.620   *                *                          *
                                                            *                *                          *
--------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
       . .. ANALYSES BY JIM ZAFIRAU,PH.D.                                          11/26/84        PAGE  661
   NCNAME   (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

UP 1 - PERFORM  EQ          1.
UP 2 - PERFORM  EQ          2.
                                                                   * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                      *                     *                            *
IABLE          NUMBER                  STANDARD    STANDARD  *    F    2-TAIL *    T   DEGREES OF 2-TAIL *    T    DEGREES OF  2-TAIL
              OF CASES      MEAN    DEVIATION      ERROR  *  VALUE  PROB.  *  VALUE   FREEDOM   PROB. *  VALUE    FREEDOM    PROB.
-------------------------------------------------------------------------------------------------------------------------------------
CEBLK  SPRING CTBS READ.COMP.POST-T AVER--BLACK      *                *                          *
  GROUP 1       19      46.2947       3.668      0.841  *                *                          *
                                                      *  2.72  0.019  *  -0.85   106     0.400   *  -1.15    42.04    0.255
  GROUP 2       89      47.5157       6.045      0.641  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
CEWHT  SPRING CTBS READ.COMP.POST-T AVER--WHITE      *                *                          *
  GROUP 1       19      49.5474       3.630      0.833  *                *                       ✓  *
                                                      *  2.87  0.014  *  -2.09   106     0.039   *  -2.90    43.45    0.006 ✓
  GROUP 2       89      51.6135       6.148      0.652  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
DIFF  AV.BLK.LESS AV.WHT.CTBS R.COMP.PST-T NCE      *                *                          *
  GROUP 1       19      -2.2526       2.845      0.653  *                *                          *
                                                      *  1.42  0.348  *   2.17   106     0.032   *   2.46    30.54    0.019
  GROUP 2       89      -4.0978       3.460      0.367  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
CEG1   GRADE 1 AVER.READ.COMP.POST-TEST SCORE         *                *                          *
  GROUP 1        7      53.2571       4.480      1.693  *                *                          *
                                                      *  1.29  0.560  *  -1.92    50     0.060   *  -1.75     7.51    0.119
  GROUP 2       45      56.3867       3.938      0.587  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
CEG2   GRADE 2 AVER.READ.COMP.POST-TEST SCORE         *                *                          *
  GROUP 1        7      48.4714       2.621      0.991  *                *                       ✓  *
                                                      *  2.53  0.244  *  -2.61    50     0.012   *  -3.64    11.41    0.004 ✓
  GROUP 2       45      52.7267       4.168      0.621  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
CEG3   GRADE 3 AVER.READ.COMP.POST-TEST SCORE         *                *                          *
  GROUP 1        7      47.4714       3.658      1.382  *                *                          *
                                                      *  1.93  0.419  *  -1.49    50     0.142   *  -1.89    10.01    0.088
  GROUP 2       45      50.4555       5.077      0.757  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
EG4    GRADE 4 AVER.READ.COMP.POST-TEST SCORE         *                *                          *
  GROUP 1       12      44.5750       4.978      1.437  *                *                          *
                                                      *  1.51  0.469  *  -0.58    48     0.567   *  -0.64    22.50    0.527
  GROUP 2       38      45.6974       6.125      0.994  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
EG5    GRADE 5 AVER.READ.COMP.POST-TEST SCORE         *                *                          *
  GROUP 1       12      45.3933       5.122      1.479  *                *                          *
                                                      *  1.30  0.670  *  -0.27    48     0.738   *  -0.29    20.61    0.775
  GROUP 2       38      45.9921       5.831      0.946  *                *                          *
                                                      *                *                          *
-------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
1982-83 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                    11/26/84        PAGE  662
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE    NONAME    (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ         1.
GROUP 2 - PERFORM  EQ         2.

                                                                            * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                             *              *                          *
VARIABLE          NUMBER                 STANDARD   STANDARD *   F   2-TAIL *   T   DEGREES OF 2-TAIL  *   T    DEGREES OF   2-TAIL
                 OF CASES     MEAN      DEVIATION     ERROR  * VALUE  PROB. * VALUE  FREEDOM   PROB.   * VALUE    FREEDOM     PROB.
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG6   GRADE 6 AVER.READ.COMP.POST-TEST SCORE             *              *                          *
     GROUP 1        12      47.0167       3.443       0.994  *              *                          *
                                                             *  1.94  0.240 *  -0.61     48     0.545  *  -0.72    25.72      0.476
     GROUP 2        38      47.9289       4.794       0.778  *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG7   GRADE 7 AVER.READ.COMP.POST-TEST SCORE             *              *                          *
     GROUP 1         4      44.0250       2.259       1.129  *              *                          *
                                                             *  7.62  0.119 *   0.31     21     0.760  *   0.54    14.24      0.594
     GROUP 2        19      43.0316       6.237       1.431  *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG8   GRADE 8 AVER.READ.COMP.POST-TEST SCORE             *              *                          *
     GROUP 1         4      42.3000       1.720       0.860  *              *                          *
                                                             * 15.24  0.045 *   0.07     21     0.943  *   0.14    19.57      0.890
     GROUP 2        19      42.0526       6.716       1.541  *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG9   GRADE  9 AVER.READ.COMP.POST-TEST SCORE            *              *                          *
     GROUP 1         4      46.5750       5.385       2.692  *              *                          *
                                                             *  1.38  0.567 *   1.39     20     0.180  *   1.25     4.03      0.280
     GROUP 2        18      42.9500       4.587       1.081  *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG10  GRADE 10 AVER.READ.COMP.POST-TEST SCORE            *              *                          *
     GROUP 1         0      0.0           0.0         0.0    *              *                          *
                                                             *  0.0   1.000 *   0.0       0     1.000  *   0.0       0.0       1.000
     GROUP 2         0      0.0           0.0         0.0    *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG11  GRADE 11 AVER.READ.COMP.POST-TEST SCORE            *              *                          *
     GROUP 1         0      0.0           0.0         0.0    *              *                          *
                                                             *  0.0   1.000 *   0.0       0     1.000  *   0.0       0.0       1.000
     GROUP 2         0      0.0           0.0         0.0    *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
T2NCEG12  GRADE 12 AVER.READ.COMP.POST-TEST SCORE            *              *                          *
     GROUP 1         0      0.0           0.0         0.0    *              *                          *
                                                             *  0.0   1.000 *   0.0       0     1.000  *   0.0       0.0       1.000
     GROUP 2         0      0.0           0.0         0.0    *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
D2NCETCT  SPRNG CTBS READ.COMP.AVER.GAIN SCR-TOTAL           *              *                          *
     GROUP 1        19      0.8632        3.170       0.727  *              *                          *
                                                             *  1.25  0.487 *   1.30    106     0.197  *   1.21    24.54      0.239
     GROUP 2        89     -0.0965        2.539       0.301  *              *                          *
                                                             *              *                          *
--------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
1982-83 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                        11/26/84        PAGE  663
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE    NONAME    (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.
                                                                      * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                         *                    *                          *
VARIABLE          NUMBER                STANDARD   STANDARD  *    F    2-TAIL  *    T    DEGREES OF  2-TAIL *    T    DEGREES OF   2-TAIL
                 OF CASES     MEAN     DEVIATION    ERROR    *  VALUE  PROB.   *  VALUE   FREEDOM    PROB.  *  VALUE   FREEDOM      PROB.
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEBLK  SPRNG CTBS READ.COMP.AVER.GAIN SCR-BLACK           *                 *                          *
     GROUP 1        19      1.1842      3.335       0.765    *                 *                          *
                                                             *   1.45   0.255  *   1.96     106     0.052 *   1.74     23.57      0.095
     GROUP 2        89     -0.2382      2.765       0.293    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEWHT  SPR.CTBS READ.COMP.AVER.GAIN SCORE-WHITE           *                 *                          *
     GROUP 1        19     -0.0263      2.795       0.641    *                 *                          *
                                                             *   1.80   0.159  *  -0.80     106     0.423 *  -0.97     33.45      0.339
     GROUP 2        89      0.7056      3.746       0.397    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2BWDIFF  AV.BLK.LESS AV.WHT.CTBS R.COMP.NCE GAIN            *                 *                          *
     GROUP 1        19      1.2105      2.043       0.469    *                 *                          *
                                                             *   2.23   0.056  *   2.94     106     0.004 *   3.78     37.48      0.001
     GROUP 2        89     -0.9438      3.050       0.323    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG2   GRADE  2 AVER.READ.COMP.GAIN SCR.FOR YR.           *                 *                          *
     GROUP 1         7     -7.1143      3.306       1.250    *                 *                          *
                                                             *   1.56   0.606  *  -1.47      50     0.147 *  -1.74      9.19      0.117
     GROUP 2        45     -4.6956      4.131       0.616    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG3   GRADE  3 AVER.READ.COMP.GAIN SCR.FOR YR.           *                 *                          *
     GROUP 1         7     -0.0571      2.298       0.869    *                 *                          *
                                                             *   6.29   0.028  *   0.69      50     0.493 *   1.26     20.78      0.223
     GROUP 2        45     -1.5911      5.766       0.860    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG4   GRADE  4 AVER.READ.COMP.GAIN SCR.FOR YR.           *                 *                          *
     GROUP 1        12     -2.8583      4.935       1.425    *                 *                          *
                                                             *   1.31   0.651  *   0.01      48     0.994 *   0.01     20.94      0.994
     GROUP 2        38     -2.8711      5.655       0.917    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG5   GRADE  5 AVER.READ.COMP.GAIN SCR.FOR YR.           *                 *                          *
     GROUP 1        12      2.3167      6.107       1.763    *                 *                          *
                                                             *   1.50   0.349  *  -0.08      48     0.937 *  -0.07     15.92      0.944
     GROUP 2        38      2.4553      4.993       0.810    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG6   GRADE  6 AVER.READ.COMP.GAIN SCR.FOR YR.           *                 *                          *
     GROUP 1        12      3.1750      3.316       0.957    *                 *                          *
                                                             *   1.38   0.583  *  -0.26      48     0.794 *  -0.29     21.47      0.778
     GROUP 2        38      3.5026      3.896       0.632    *                 *                          *
                                                             *                 *                          *
--------------------------------------------------------------------------------------------------------------------------------------------
```

✓

BEST COPY AVAILABLE

```
1983-84 ATTENDANCE ISSUES STUDY--SCHOOL BASED ANALYSES                                                11/26/84        PAGE  664
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAFIRAU,PH.D.
FILE    NONAME    (CREATION DATE = 11/26/84)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM   EQ          1.
GROUP 2 - PERFORM   EQ          2.
                                                                         * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                *                                  *
VARIABLE          NUMBER                STANDARD     STANDARD   *    F    2-TAIL  *    T    DEGREES OF  2-TAIL *    T    DEGREES OF  2-TAIL
                 OF CASES     MEAN     DEVIATION       ERROR    *  VALUE   PROB.  *  VALUE    FREEDOM    PROB. *  VALUE    FREEDOM    PROB.
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG7   GRADE  7 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         4      -0.7000      3.136         1.568    *                 *                           *
                                                                *   3.07  0.108   *   2.67      21      0.014 ✓*   1.84      3.42      0.162
     GROUP 2        19      -3.6895      1.789         0.411    *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG8   GRADE  8 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         4       3.6750      2.179         1.090    *                 *                           *
                                                                *   2.00  0.625   *   0.60      21      0.553  *   0.76      5.89      0.477
     GROUP 2        19       2.6895      3.083         0.707    *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG9   GRADE  9 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         4       7.9000      8.024         4.012    *                 *                           *
                                                                *   4.07  0.048   *   2.21      20      0.039  *   1.43      3.33      0.249
     GROUP 2        18       2.0222      3.977         0.937    *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG10  GRADE 10 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         0       0.0         0.0           0.0      *                 *                           *
                                                                *   0.0   1.000   *   0.0        0      1.000  *   0.0       0.0       1.000
     GROUP 2         0       0.0         0.0           0.0      *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG11  GRADE 11 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         0       0.0         0.0           0.0      *                 *                           *
                                                                *   0.0   1.000   *   0.0        0      1.000  *   0.0       0.0       1.000
     GROUP 2         0       0.0         0.0           0.0      *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
D2NCEG12  GRADE 12 AVER.READ.COMP.GAIN SCR.FOR YR.              *                 *                           *
     GROUP 1         0       0.0         0.0           0.0      *                 *                           *
                                                                *   0.0   1.000   *   0.0        0      1.000  *   0.0       0.0       1.000
     GROUP 2         0       0.0         0.0           0.0      *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
FRATE      FAILURE RATE OF SCHOOL--PERCENT OF F'S               *                 *                           *
     GROUP 1         4      23.5500     10.075         5.038    *                 *                           *
                                                                *   1.80  0.367   *   0.01      21      0.996  *   0.00      3.73      0.997
     GROUP 2        19      23.5263      7.509         1.723    *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
INPRATE    NON-PROMOTION RATE--PERCENT OF ALL STUD.             *                 *                           *
     GROUP 1        19       8.6847      6.737         1.546    *                 *                           *
                                                                *   1.22  0.522   *  -0.35     106      0.728  *  -0.33     24.68      0.747
     GROUP 2        89       9.2305      6.090         0.646    *                 *                           *
                                                                *                 *                           *
-------------------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE

```
- - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - PERFORM  EQ          1.
GROUP 2 - PERFORM  EQ          2.

                                                                    * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIM
                                                           *                    *                            *
VARIABLE            NUMBER             STANDARD   STANDARD *    F     2-TAIL *    T    DEGREES OF 2-TAIL *    T    DEGREES OF  2-T
                  OF CASES     MEAN   DEVIATION      ERROR * VALUE   PROB.  *  VALUE   FREEDOM    PROB. *  VALUE   FREEDOM     PR
---------------------------------------------------------------------------------------------------------------------------------
BNPRATE   NON-PROMOTION RATE--PERCENT OF BLACKS            *                *                            *
      GROUP 1        19       7.5670      5.677      1.302 *                *                            *
                                                           *  1.04  0.842   *  -0.92     106      0.358  *  -0.91     25.89     0.
      GROUP 2        89       8.8677      5.555      0.589 *                *                            *
                                                           *                *                            *
---------------------------------------------------------------------------------------------------------------------------------
ONPRATE   NON-PROMOTION RATE--PERCENT OF NON-BLKS.         *                *                            *
      GROUP 1        19      11.4877      9.903      2.272 *                *                            *
                                                           *  1.19  0.580   *   0.39     106      0.698  *   0.37     24.90     0.
      GROUP 2        89      10.5806      9.092      0.964 *                *                            *
                                                           *                *                            *
---------------------------------------------------------------------------------------------------------------------------------
```

BEST COPY AVAILABLE